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FIFTY-THIRD ANNUAL REPORT

OF

THE TRUSTEES

OF THE

PERKINS INSTITUTION

AND

Massachusetts School for the Blind,

FOR THE YEAR ENDING

SEPTEMBER 30, 1884.

BOSTON:
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,
18 Post Office Square.
1885.

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Commonwealth of Massachusetts.

Perkins Institution and Mass. School for the Blind,
South Boston, Oct. 23, 1884.

To the Hon. Henry B. Peirce, *Secretary of State*, Boston.

Dear Sir: — I have the honor to transmit to you, for the use of the legislature, a copy of the fifty-third annual report of the trustees of this institution to the corporation thereof, together with the usual accompanying documents.

Respectfully,

M. ANAGNOS,
Secretary.

OFFICERS OF THE CORPORATION.

1884-85.

SAMUEL ELIOT, *President.*
JOHN CUMMINGS, *Vice-President.*
EDWARD JACKSON, *Treasurer.*
M. ANAGNOS, *Secretary.*

BOARD OF TRUSTEES.

FRANCIS BROOKS.
JOHN S. DWIGHT.
JOSEPH B. GLOVER.
J. THEODORE HEARD, M. D.
EDWARD N. PERKINS.
JOHN C. PHILLIPS.
SAMUEL M. QUINCY.
LEVERETT SALTONSTALL.
SAMUEL G. SNELLING.
JAMES STURGIS.
GEORGE W. WALES.
JOHN H. WETHERBEE.

STANDING COMMITTEES.

Monthly Visiting Committee,

Whose duty it is to visit and inspect the Institution at least once in each month.

1885.		1885.	
January,	F. Brooks.	July,	S. M. Quincy.
February,	J. S. Dwight.	August,	Leverett Saltonstall.
March,	J. B. Glover.	September,	S. G. Snelling.
April,	J. T. Heard.	October,	James Sturgis.
May,	E. N. Perkins.	November,	G. W. Wales.
June,	J. C. Phillips.	December,	J. H. Wetherbee.

Committee on Education.

J. S. Dwight.
Francis Brooks.
S. M. Quincy.

House Committee.

E. N. Perkins.
G. W. Wales.
Francis Brooks.

Committee on Finance.

J. B. Glover.
James Sturgis.
John C. Phillips.

Committee on Health.

J. Theodore Heard, M.D.
L. Saltonstall.
J. H. Wetherbee.

Auditors of Accounts.

Samuel G. Snelling.
James Sturgis.

OFFICERS OF THE INSTITUTION.

DIRECTOR.

M. ANAGNOS.

MEDICAL INSPECTOR.

JOHN HOMANS, M. D.

LITERARY DEPARTMENT.

Miss Olive A. Prescott.
Miss Etta S. Adams.
Miss Frances B. Winslow.
Miss Julia A. Boylan.
Miss Della Bennett.
Miss Mary C. Moore.
Miss Marian A. Hosmer.
Miss Emma A. Coolidge.

Miss Sarah Elizabeth Lane, *Librarian.*

MUSICAL DEPARTMENT.

Thomas Reeves.
Frank H. Kilbourne.
Miss Freda Black.
Miss Mary L. Riley.
Miss Lucy A. Hammond.
Miss Julia H. Strong.
Miss Jenny A. Wheaton.
Mrs. Kate Rametti.
C. H. Higgins.
Ezra M. Bagley.
Julius Akeroyd.

Music Readers.

Miss Allie S. Knapp.
Miss Iola M. Clarke.

TUNING DEPARTMENT.

JOEL WEST SMITH, *Instructor and Manager.*
GEORGE E. HART, *Tuner.*

INDUSTRIAL DEPARTMENT.

Workrooms for Juveniles.

John H. Wright, *Work Master.*
Miss A. J. Dillingham, *Work Mistress.*
Miss Cora L. Davis, *Assistant.*
Thomas Carroll, *Assistant.*

Workshop for Adults.

Anthony W. Bowden, *Manager.*
P. Morrill, *Foreman.*
Miss M. A. Dwelly, *Forewoman.*
Miss Ellen M. Wheelock, *Clerk.*

DOMESTIC DEPARTMENT.

Steward.

Anthony W. Bowden.

Matron.

Miss Maria C. Moulton.
Miss Ella F. Ford, *Assistant.*

Housekeepers in the Cottages.

Mrs. M. A. Knowlton.
Mrs. L. S. Smith.
Miss Bessie Wood.
Mrs. Sophia C. Hopkins.

PRINTING DEPARTMENT.

Dennis A. Reardon, ... *Manager.*
Miss Elizabeth S. Howe, *Printer.*
Miss Martha F. Rowell, "

Miss Ellen B. Webster, *Book-keeper.*

MEMBERS OF THE CORPORATION.

All persons who have contributed twenty-five dollars to the funds of the institution, all who have served as trustees or treasurer, and all who have been elected by special vote, are members.

Adams, John A., Providence.
Adams, Waldo, Boston.
Alden, Mrs. Sara B., Boston.
Aldrich, Mrs. Sarah, Boston.
Alger, Rev. William R., Boston.
Ames, F. L., Boston.
Ames, Miss H. A., Easton.
Ames, Oliver, Boston.
Amory, C. W., Boston.
Amory, James S., Boston.
Amory, William, Boston.
Amory, Mrs. William, Boston.
Anagnos, M., Boston.
Andrews, Francis, Boston.
Appleton, Miss Emily G., Boston.
Appleton, Mrs. William, Boston.
Apthorp, William F., Boston.
Atkins, Mrs. Elisha, Boston.
Atkinson, Edward, Boston.
Atkinson, William, Boston.
Austin, Edward, Boston.
Aylesworth, H. B., Providence.
Bacon, Edwin M., Boston.
Baldwin, William H., Boston.
Baker, Mrs. E. M., Boston.
Baker, Mrs. E. W., Dorchester.
Baker, Ezra H., Boston.
Baker, Miss M. K., Boston.
Barbour, E. D., Boston.
Barker, Joseph A., Providence.
Barstow, Amos C., Providence.
Barrows, Rev. S. J., Dorchester.
Beal, J. H., Boston.
Beard, Hon. Alanson W., Boston.
Beckwith, Miss A. G., Providence.
Beckwith, Mrs. T., Providence.
Beebe, J. A., Boston.
Bennett, Mrs. Eleanor, Billerica.
Bigelow, Mrs. E. B., Boston.
Binney, William, Providence.
Black, G. N., Boston.
Blake, James H., Boston.
Blanchard, G. D. B., Malden.
Bourn, Hon. A. O., Bristol, R. I.
Bouvé, Thomas T., Boston.
Bowditch, Mrs. E. B., Boston.
Bowditch, J. I., Boston.
Bowditch, Mrs. J. I., Boston.
Brackett, Miss Nancy, Boston.
Bradlee, F. H., Boston.
Bradlee, Mrs. F. H., Boston.
Bradlee, J. P., Boston.
Brewer, Miss C. A., Boston.
Brewer, Mrs. Mary, Boston.

Brewster, Osmyn, Boston.
Brimmer, Hon. Martin, Boston.
Brooks, Francis, Boston.
Brooks, Mrs. F. A., Boston.
Brooks, Peter C., Boston.
Brooks, Rev. Phillips, Boston.
Brooks, Shepherd, Boston.
Brown, John A., Providence.
Brown, Mrs. John C., Providence.
Browne, A. Parker, Boston.
Bullard, W. S., Boston.
Bullock, Miss Julia, Providence.
Bundy, James J., Providence.
Burnett, Joseph, Boston.
Burton, J. W., M. D., Flushing, N. Y.
Cabot, Samuel, M. D., Boston.
Cabot, Mrs. Samuel, Sen., Boston.
Cabot, W. C., Boston.
Callender, Walter, Providence.
Carpenter, Charles E., Providence.
Carter, Mrs. Helen B., West Newton.
Carter, J. H., Roxbury.
Cary, Mrs. W. F., Boston.
Chandler, P. W., Boston.
Chandler, Theophilus P., Brookline.
Chace, J. H., Valley Falls, R. I.
Chace, J., Providence.
Chapin, E. P., Providence.
Charles, Mrs. Mary C., Melrose.
Cheever, Dr. David W., Boston.
Cheney, Benjamin P., Boston.
Chickering, George H., Boston.
Chickering, Mrs. Sarah M., Joy Mills, Pa.
Claflin, Hon. William, Boston.
Clapp, William W., Boston.
Clarke, Mrs. Jas. Freeman, Boston.
Clarke, James W., Boston.
Clement, Edward H., Boston.
Coats, James, Providence.
Cobb, Mrs. Freeman, Boston.
Cobb, Samuel C., Boston.
Cobb, Samuel T., Boston.
Cochrane, Alexander, Boston.
Coffin, Mrs. W. E., Boston.
Colt, Samuel P., Bristol, R. I.
Conant, Mrs. Rebecca, Amherst, N. H.
Coolidge, Dr. A., Boston.
Coolidge, J. R., Boston.
Coolidge, Mrs. J. R., Boston.
Coolidge, J. T., Boston.
Coolidge, Mrs. J. T., Boston.
Coolidge, T. Jefferson, Boston.
Corliss, George H., Providence.
Cotting, C. U., Boston.
Crane, Zenas M., Dalton.
Crosby, Joseph B., Boston.
Crosby, William S., Boston.
Cruft, Miss Annah P., Boston.
Cruft, Miss Harriet O., Boston.
Cummings, Charles A., Boston.
Cummings, Hon. John, Woburn.
Curtis, C. A., Boston.
Curtis, George S., Boston.
Curtis, Mrs. Margarette S., Boston.
Dana, Mrs. Samuel T., Boston.
Dalton, C. H., Boston.
Dalton, Mrs. C. H., Boston.
Darling, L. B., Pawtucket, R. I.
Davis, Miss A. W., Boston.
Day, Daniel E., Providence.
Deblois, Stephen G., Boston.
Denny, George P., Boston.
Devens, Rev. Samuel A., Boston.
Dexter, Mrs. F. G., Boston.
Ditson, Oliver, Boston.

Dunnell, Jacob, Pawtucket, R. I.
Dwight, John S., Boston.
Eaton, W. S., Boston.
Eliot, Dr. Samuel, Boston.
Emery, Francis F., Boston.
Emery, Isaac, Boston.
Emmons, J. L., Boston.
Emmons, Mrs. Nath'l H., Boston.
English, Jas. E., New Haven, Conn.
Endicott, Henry, Boston.
Endicott, William, Jr., Boston.
Ernst, C. W., Boston.
Farnam, Mrs. A. G., New Haven.
Fay, H. H., Boston.
Fay, Mrs. H. H., Boston.
Fay, Miss Sarah B., Boston.
Fay, Mrs. Sarah S., Boston.
Fellows, R. J., New Haven, Conn.
Ferguson, Mrs. C. H., Dorchester.
Ferris, M. C., Boston.
Fisk, Rev. Photius, Boston.
Fiske, J. N., Boston.
Folsom, Charles F., M. D., Boston.
Forbes, J. M., Milton.
Foster, F. C., Boston.
Freeman, Miss Hattie E., Boston.
French, Jonathan, Boston.
Frothingham, A. T., Boston.
Frothingham, Rev. Fred'k, Milton.
Galloupe, C. W., Boston.
Gammell, Prof. Wm., Providence.
Gammell, Mrs. Wm., Providence.
Gardiner, Charles P., Boston.
Gardner, George, Boston.
Gardner, George A., Boston.
Gardner, Henry W., Providence.
George, Charles H., Providence.
Gill, Mrs. Frances A., Boston.
Gill, Mrs. Sarah A., Worcester.
Glidden, W. T., Boston.
Glover, A., Boston.
Glover, J. B., Boston.
Goddard, Benjamin, Brookline.
Goddard, Miss Matilda, Boston.
Goddard, Miss Rebecca, Boston.
Goddard, T. P. I., Providence.
Goddard, William, Providence.
Goff, Darius L., Pawtucket, R. I.
Goff, L. B., Pawtucket, R. I.
Gray, Mrs. Horace, Boston.
Greene, Benj. F., Central Falls, R. I.
Greene, S. H., River Point, R. I.
Greenleaf, Mrs. Jas, Charlestown.
Greenleaf, R. C., Boston.
Griffin, S. B., Springfield.
Grosvenor, William, Providence.
Grover, William O., Boston.
Guild, Mrs. S. E., Boston.
Hale, Rev. Edward E., Boston.
Hale, George S., Boston.
Hall, J. R., Boston.
Hall, Miss L. E., Hanover.
Hall, Mrs. L. M., Boston.
Hall, Miss Minna B., Longwood.
Hardy, Alpheus, Boston.
Harwood, George S., Boston.
Haskell, Edwin B., Auburndale.
Hayward, Hon. Wm. S., Providence.
Hazard, Rowland, Providence.
Heard, J. T., M. D., Boston.
Hearst, Mrs. Phebe A., San Francisco, Cal.
Hemenway, Mrs. A., Jr., Boston.
Hendricken, Rt. Rev. T. F., Providence.
Herford, Rev. Brooke, Boston.
Higginson, George, Boston.
Higginson, Henry Lee, Boston.
Hill, Hon. Hamilton A., Boston.
Hill, Mrs. T. J., Providence.

Hilton, William, Boston.
Hogg, John, Boston.
Hooper, E. W., Boston.
Hooper, R. W., M. D., Boston.
Hoppin, Hon. W. W., Providence.
Hovey, George O., Boston.
Hovey, William A., Boston.
Howard, Hon. A. C., Providence.
Howard, Mrs. Chas. W., California.
Howard, Hon. Henry, Providence.
Howe, Mrs. Julia Ward, Boston.
Howe, Mrs. Virginia A., Boston.
Howes, Miss E., Boston.
Houghton, Hon. H. O., Cambridge.
Hunnewell, F. W., Boston.
Hunnewell, H. H., Boston.
Hunt, Moses, Charlestown.
Inches, H. B., Boston.
Ives, Mrs. Anna A., Providence.
Jackson, Charles C., Boston.
Jackson, Edward, Boston.
Jackson, Mrs. J. B. S., Boston.
Jackson, Patrick T., Boston.
Jackson, Mrs. Sarah, Boston.
James, Mrs. Julia B. H., Boston.
Johnson, Samuel, Boston.
Jones, Miss Ellen M., Boston.
Joy, Mrs. Charles H., Boston.
Kasson, Rev. F. H., Boston.
Kellogg, Mrs. Eva D., Boston.
Kendall, C. S., Boston.
Kennard, Martin P., Brookline.
Kent, Mrs. Helena M., Boston.
Kidder, H. P., Boston.
Kinsley, E. W., Boston.
Lang, B. J., Boston.
Lawrence, Abbott, Boston.
Lawrence, Amos A., Longwood.
Lawrence, Edward, Charlestown.
Lawrence, James, Boston.
Lawrence, Mrs. James, Boston.
Lawrence, William, Lawrence.
Lee, Henry, Boston.
Lincoln, L. J. B., Hingham.
Linzee, J. T., Boston.
Linzee, Miss Susan I., Boston.
Lippitt, Hon. Henry, Providence.
Littell, Miss S. G., Brookline.
Little, J. L., Boston.
Littlefield, Hon. A. H., Pawtucket.
Littlefield, D. G., Pawtucket.
Lodge, Mrs. A. C., Boston.
Lodge, Henry C., Boston.
Lothrop, John, Auburndale.
Lovett, George L., Boston.
Lowell, Abbott Lawrence, Boston.
Lowell, Augustus, Boston.
Lowell, Miss A. C., Boston.
Lowell, Francis C., Boston.
Lowell, George G., Boston.
Lowell, Mrs. John, Boston.
Lowell, Miss Lucy, Boston.
Lyman, Arthur T., Boston.
Lyman, George H., M.D., Boston.
Lyman, J. P., Boston.
Lyman, Theodore, Boston.
McAuslan, John, Providence.
Mack, Thomas, Boston.
Macullar, Addison, Boston.
Marcy, Fred I., Providence.
Marston, S. W., Boston.
Mason, Miss E. F., Boston.
Mason, Miss Ida M., Boston.
Mason, I. B., Providence.
May, Miss Abby W., Boston.
May, F. W. G., Dorchester.
McCloy, J. A. Providence.
Means, Rev. J. H., D.D., Dorchester.
Merriam, Mrs. Caroline, Boston.

Merriam, Charles, Boston,
Merriam, Mrs. D., Boston.
Metcalf, Jesse, Providence.
Minot, Francis, M.D., Boston.
Minot, Mrs. G. R., Boston.
Minot, William, Boston.
Mixter, Miss Helen K., Boston.
Mixter, Miss Madelaine C., Boston.
Morrill, Charles J., Boston.
Morse, S. T., Boston.
Morton, Edwin, Boston.
Motley, Edward, Boston.
Moulton, Miss Maria C., Boston.
Nevins, David, Boston.
Nichols, J. Howard, Boston.
Nichols, R. P., Boston.
Nickerson, Andrew, Boston.
Nickerson, Mrs. A. T., Boston.
Nickerson, George, Jamaica Plain.
Nickerson, Miss Priscilla, Boston.
Nickerson, S. D., Boston.
Norcross, Miss Laura, Boston.
Noyes, Hon. Charles J., Boston.
O'Reilly, John Boyle, Boston.
Osgood, J. F., Boston.
Osborn, John T., Boston.
Owen, George, Providence.
Paine, Mrs. Julia B., Boston.
Paine, Robert Treat, Jr., Boston.
Palfrey, J. C., Boston.
Palmer, John S., Providence.
Parker, Mrs. E. P., Boston.
Parker, E. Francis, Boston.
Parker, Henry G., Boston.
Parker, Richard T., Boston.
Parkman, Francis, Boston.
Parkman, George F., Boston.
Parsons, Thomas, Chelsea.
Payson, S. R., Boston.
Peabody, Rev. A. P., D.D., Cambridge.
Peabody, F. H., Boston.
Peabody, O. W., Milton.
Peabody, S. E., Boston.
Peirce, Rev. Bradford K., D.D., Boston.
Perkins, A. T., Boston.
Perkins, Charles C., Boston.
Perkins, Edward N., Jamaica Plain.
Perkins, William, Boston.
Peters, Edward D., Boston.
Phillips, John C., Boston.
Pickett, John, Beverly.
Pickman, W. D., Boston.
Pickman, Mrs. W. D., Boston.
Pierce, Hon. H. L., Boston.
Pierson, Mrs. Mary E., Windsor, Conn.
Potter, Mrs. Sarah, Providence.
Pratt, Elliott W., Boston.
Prendergast, J. M., Boston.
Preston, Jonathan, Boston.
Pulsifer, R. M., Boston.
Quincy, George Henry, Boston.
Quincy, Samuel M., Wollaston.
Reardon, Dennis A., Boston.
Rice, Hon. A. H., Boston.
Rice, Fitz James, Providence.
Richardson, George C., Boston.
Richardson, Mrs. Jeffrey, Boston.
Richardson, John, Boston.
Robbins, R. E., Boston.
Robeson, W. R., Boston.
Robinson, Henry, Reading.
Rodman, S. W., Boston.
Rodocanachi, J. M., Boston.
Rogers, Henry B., Boston.
Rogers, Jacob C., Boston.
Ropes, J. C., Boston.

Ropes, J. S., Jamaica Plain.
Rotch, Miss Anne L., Boston.
Rotch, Mrs. Benjamin S., Boston.
Rotch, Miss Edith, Boston.
Russell, Henry G., Providence.
Russell, Mrs. Henry G., Providence.
Russell, Miss Marian, Boston.
Russell, Mrs. S. S., Boston.
Saltonstall, H., Boston.
Saltonstall, Leverett, Newton.
Sanborn, Frank B., Concord.
Sayles, F. C., Pawtucket, R. I.
Sayles, W. F., Pawtucket, R. I.
Schlesinger, Barthold, Boston.
Schlesinger, Sebastian B., Boston.
Sears, David, Boston.
Sears, Mrs. David, Boston.
Sears, Mrs. Fred., Jr., Boston.
Sears, F. R., Boston.
Sears, Mrs. K. W., Boston.
Sears, Mrs. P. H., Boston.
Sears, Mrs. S. P., Boston.
Sears, W. T., Boston.
Sharpe, L., Providence.
Shaw, Mrs. G. H., Boston.
Shaw, Henry S., Boston.
Shaw, Quincy A., Boston.
Shepard, Mrs. E. A., Providence.
Sherwood, W. H., Boston.
Shimmin, C. F., Boston.
Shippen, Rev. R. R., Washington.
Sigourney, Mrs. Henry, Boston.
Sigourney, Mrs. M. B., Boston.
Slack, C. W., Boston.
Slater, H. N., Jr., Providence.
Snelling, Samuel G., Boston.
Spaulding, J. P., Boston.
Spaulding, M. D., Boston.
Spencer, Henry F., Boston.
Sprague, F. P., Boston.
Sprague, S. S., Providence.
Stanwood, Edward, Brookline.
Stearns, Charles H., Brookline.
Steere, Henry J., Providence.
Stewart, Mrs. C. B., Boston.
Stone, Joseph L., Boston.
Sturgis, Francis S., Boston.
Sturgis, J. H., Boston.
Sturgis, James, Boston.
Sullivan, Richard, Boston.
Sweetser, Mrs. Anne M., Boston.
Taggard, B. W., Boston.
Taggard, Mrs. B. W., Boston.
Thaxter, Joseph B., Hingham.
Thayer, Miss Adele G., Boston.
Thayer, Miss A. G., Andover.
Thayer, Rev. George A., Cincinnati.
Thomas, H. H., Providence.
Thorndike, Delia D., Boston.
Thorndike, Mrs. J. H., Boston.
Thorndike, S. Lothrop, Cambridge.
Thurston, Benj. F., Providence.
Tingley, S. H., Providence.
Tolman, Joseph C., Hanover.
Tingue, J. H., Seymour, Conn.
Torrey, Miss A. D., Boston.
Troup, John E., Providence.
Tucker, W. W., Boston.
Turner, Miss Abby W., Boston.
Turner, Miss Alice M., Boston.
Turner, Miss Ellen J., Boston.
Turner, Mrs. M. A., Providence.
Underwood, F. H., Boston.
Upton, George B., Boston.
Villard, Mrs. Henry, New York.
Wales, George W., Boston.
Wales, Miss Mary Ann, Boston.
Wales, Thomas B., Boston.
Ward, Rev. Julius H., Boston.
Ware, Charles E., M.D., Boston.

Ware, Mrs. Charles E., Boston.
Warren, J. G., Providence.
Warren, S. D., Boston.
Warren, Mrs. Wm. W., Boston.
Washburn, Hon. J. D., Worcester.
Weeks, A. G., Boston.
Weeks, James H., Boston.
Welch, E. R., Boston.
Weld, Otis E., Boston.
Weld, R. H., Boston.
Weld, Mrs. W. F., Philadelphia.
Weld, W. G., Boston.
Wesson, J. L., Boston.
Wheeler, Nathaniel, Bridgewater, Conn.
Wheelwright, A. C., Boston.
Wheelwright, John W., Boston.
White, B. C., Boston.
White, C. J., Cambridge.
White, Charles T., Boston.
White, G. A., Boston.
Whiting, Ebenezer, Boston.
Whitman, Sarah W., Boston.
Whitney, Edward, Belmont.
Whitney, E., Boston.
Whitney, H. A., Boston.
Whitney, H. M., Boston.
Whitney, Mrs., Boston.
Whitney, Miss, Boston.
Wigglesworth, Miss Ann, Boston.
Wigglesworth, Edward, M.D., Boston.
Wigglesworth, Thomas, Boston.
Wightman, W. B., Providence.
Wilder, Hon. Marshall P., Dorchester.
Williams, Geo. W. A., Boston.
Winslow, Mrs. George, Roxbury.
Winsor, J. B., Providence.
Winthrop, Hon. Robert C., Boston.
Winthrop, Mrs. Robert C., Boston.
Wolcott, J. H., Boston.
Wolcott, Mrs. J. H., Boston.
Woods, Henry, Paris, France.
Worthington, Roland, Roxbury.
Young, Mrs. B. L., Boston.
Young, Charles L., Boston.

SYNOPSIS OF THE PROCEEDINGS

OF THE

ANNUAL MEETING OF THE CORPORATION.

Boston, Oct. 8, 1884.

The annual meeting of the corporation, duly summoned, was held to-day at the institution, and was called to order by the president, Samuel Eliot, LL.D., at 3 P.M.

The proceedings of the last two meetings were read by the secretary, and declared approved.

Mr. John S. Dwight presented the report of the trustees, which was read, accepted, and ordered to be printed with that of the director, and the usual accompanying documents.

The treasurer *pro tempore*, Mr. James Sturgis, read his report, which was accepted, and ordered to be printed.

All the officers of the past year were reëlected.

The following persons were afterwards added to the list of the members of the corporation by a unanimous vote : Rev. Bradford K. Peirce, D.D., Rev. Brooke Herford, Edwin M. Bacon, J. H.

Tingue, Rev. F. H. Kasson, S. B. Griffin, James W. Clarke, and Nathaniel Wheeler.

The meeting was then dissolved, and all in attendance proceeded, with the invited guests, to visit the various departments of the school and inspect the premises.

M. ANAGNOS,
Secretary.

Commonwealth of Massachusetts.

REPORT OF THE TRUSTEES.

PERKINS INSTITUTION AND MASS. SCHOOL FOR THE BLIND,
SOUTH BOSTON, Oct. 1, 1884.

TO THE MEMBERS OF THE CORPORATION.

Gentlemen and Ladies: — By requirement of law and custom, we have the honor to present to you, and, through you, to the legislature, a brief report of the progress and condition of the institution under our charge for the financial year ending Sept. 30, 1884, — this being the fifty-third annual report.

1. No important change has been made in the manner of conducting the affairs of the institution, nor has any exceptional event of consequence occurred. The school — for this is what the institution essentially and practically is, and in no sense an "asylum" for the blind, as it is too often called — has been carried on upon the same principles and methods, under the same wise and admirable supervision, and mainly through the

same faithful and efficient corps of teachers, mostly women, as for several years past.

For fuller statements you have only to turn to the printed reports of those years.

The educational sub-committee of this board, in all their visits to the class-rooms and the weekly exhibitions, have remarked continual improvement, of a genuine and healthy sort, in all departments of the education, physical and moral, as well as intellectual. And the trustees desire hereby to congratulate you and themselves, and the whole philanthropic public, on the good providence which raised up at the right moment such a successor to the honored founder of the institution, as it enjoys in the person of its present director.

The total number of blind persons immediately connected with the institution at the end of the year was 166, of whom 132 were pupils, the rest being teachers, employés and workmen and women. Of the pupils, 66 are boys and 66 girls.

The details of the admissions and discharges will appear in the report of the director.

The applications for admission for the term just begun have been larger than ever before. The increase has been greatest in the girls' department, — to such an extent indeed, that the director has had difficulty in finding room for the accommodation of all. It is a singular fact, which may or may not admit of scientific explanation, and be reducible to rule, that this year, and for three

years past, the number of girls offered has been much larger than that of boys, the contrary having always been the case before.

The general health of the inmates has been better than it was last year, though hardly up to the clean record of many years before that. In December there were several cases of diphtheria among the girls. The little patients were sent home, or to the city hospital, the cottages were thoroughly fumigated, bed-clothing disinfected, drains carefully examined by an agent of the board of health, and pronounced flawless. Two more cases, in a mild form, occurred in January, and were treated in the same way, Since then, the health of the girls has been remarkably good; and so has been that of the boys throughout the year, with the exception of one case of diphtheria, and numerous severe colds and sore throats in May and June, which rendered several of the pupils unable to perform their parts in the graduation festival.

2. Commencement Exercises.

These exercises took place at Tremont Temple, on Tuesday afternoon, June 3, before an audience which completely filled the floor and galleries of the great hall, — while admission could not be granted to almost an equal crowd of later applicants; an audience representing the most intelli-

gent, earnest and philanthropic people of Boston and the state.

The president of your corporation, Dr. Samuel Eliot, who had been expected to preside, and His Excellency Governor Robinson, who had promised an address, were kept away by imperative engagements. Consequently there was not much speech-making to add to the sufficient length of the programme of the pupils' exercises, which naturally constitute the paramount interest of such an occasion. These were excellent throughout, and held the closest attention of the delighted audience to the very end. They were sufficiently varied to illustrate (so far as possible in the brief space of two hours, — and there was no time lost, so perfect was the mechanism of all the changes — scene-shifting, one might say) most of the important phases and branches of the education.

Short original essays, delivered by three of the young ladies, showed clear, consistent thought, chaste, concise expression, and a very distinct and natural style of elocution. One young man gave a practical exercise in physics, — experiments with the air-pump — evincing theoretic comprehension, dexterous manipulation, and a good lecturer's happy way of making his point clear. This was but one of the many specimens of this kind which could have been produced. The examples of ready reading with the fingers, and the exercises in geography, were indeed wonderful to witness.

The gymnastics, calisthenics, and the military drill combined ease and accuracy of movement with attractive grace and beauty; it all told of health and happiness, the *mens sana in corpore sano.*

The musical part of the exhibition, in spite of some omissions occasioned by colds among the boys, enlivened, and relieved the whole with well-rendered good selections for organ, band and solo-playing, chorus and solo singing, as well as with accompaniment for the timing and inspiring of the gymnastic and the choregraphic movements.

Kindergarten. But the most interesting feature of the programme appeared in the living practical example of the fruits of object teaching, or the kindergarten method, — that entering wedge of common sense in education, that return to nature's divine, instinctive method. These were presented by a bright and charming group of the youngest girls and boys. While their minds and fingers were busied in modelling their various devices in clay, or in simple card embroidery, etc., the time was also improved by an instructive and cogent appeal made by Mr. C. W. Ernst in behalf of the much needed fund for a kindergarten for blind children between the ages of five and nine, to save them and prepare them, before it is too late, for the more advanced tuition of the Perkins institution. Mr. Ernst set forth the duty of the state and of society to educate its blind, and give them

the equivalent of the common school education, which is enjoyed by all seeing children as a right. He cited the opinion of experts, that, by proper care in this early and critical period of life, about forty per cent. of the cases of blindness might be cured or prevented. The total number of the blind in New England is not far from 5,000 — about one blind person to every thousand inhabitants. He dwelt on the mournful fact that, of the 50,000 blind in this country, less than 2,500 are at school, and that *the principle of compulsory education is not applied to those who need it most.* He estimated that the support of the helpless blind costs the country some *seven and a half millions of dollars*, in spite of the fact proved by institutions like our own, that, with reasonable instruction, and good moral and social influences, the blind can be made not only happy, but self-supporting and comparatively independent. For this reason, the establishment, on a generous and broad foundation, of a well equipped primary school, or kindergarten, for the blind of New England is a matter of great public urgency.

Mr. Ernst's remarks were briefly supplemented by the director, Mr. Anagnos, whose whole heart is in this enterprise, who had only time to begin to tell of the promising, but as yet very inadequate beginning of a subscription to this end. The trustees, before the summer adjourned, appointed a committee of their number, who will now at once,

and in earnest, set about the work of soliciting subscriptions toward the beginning of the realization of this most important scheme of education. It had been fondly hoped that sufficient means would be raised to ensure the purchase of a place, in the neighborhood of Boston, for the planting of the nucleus of such a school this very autumn; but so far we wait in vain.

The whole matter, under all its aspects, will be fully presented in the report of the director.

To return for a moment to the commencement exercises, the number of pupils who received diplomas this time was only *three*, whereas in the year before it was *six;* the diploma being rigidly limited to those, however few, who have accomplished the whole (seven years) course of studies to the satisfaction of all their teachers. The three graduates, this time, were girls; one of them, to whom was assigned the part of honor, the valedictory address, being colored. They go out into the world well qualified for usefulness to society, and for self-respecting self-support; openings having been already found for them either in teaching or in some industrial occupation.

3. Printing Embossed Books for the Blind.

The work of the "Howe Memorial Press" has gone on with the usual steadiness and vigor. During the year, the following books have been added to our list of publications: — "Bible Stories

in Bible Language," by Emilie Poulsson; Scott's "Lay of the Last Minstrel," with 37 of his smaller favorite poems; "Byron's Poetry," selected and arranged by Matthew Arnold; and "Life and her Children; a reader of Natural History," compiled from the writings of Mrs. Arabella B. Buckley and from Huxley's lectures on biology, by two of the teachers in the girls' department, Miss Della Bennett and Miss Cora A. Newton.

We have in press Bulwer's "Last Days of Pompeii," in three good-sized volumes, one of which is already in use, and the other two will soon be finished. Arrangements are also being made for the publication of a comprehensive series of music in the *Braille point system*, beginning with simple exercises, and including masterpieces of the great composers.

The experience of another year confirms the conviction that the books issued by the "Howe Memorial Press" are a boon and a blessing, not only as a source of solace and happiness to the blind of New England, but likewise as an impetus to their education and an incitement to their intellectual progress.

4. Finances.

The report of the treasurer, herewith presented, sets forth fully and clearly the receipts of money from all sources, the disbursements, and the changes of investments, made during the year, showing the financial condition of the institution to be satis-

factory. This exhibit may be summarized as follows; taking the formula of last year's report: —

Cash in hands of treasurer, Oct. 1, 1883, . .	$1,627 47
Total receipts of the treasurer from all sources during the year (including collections of payable notes), ...	122,769 11
	$124,396 58
His total expenditure and investments, . .	103,727 89
Balance, ...	$20,668 69

Changes of investments are made by the advice of the committee on finance.

In the absence (in Europe) of our treasurer, Mr. Edward Jackson, the board have elected Hon. James Sturgis to fill his place temporarily.

The auditing committee, to whom thanks are due for much faithful labor, have watched over the expenses with their accustomed care, and have scrutinized the accounts regularly and critically.

A legacy of $7,401.76 has been received from the estate of Miss Eunice M. Gridley, of Cambridge, during the year; and the late lamented Dr. John H. Dix, the distinguished oculist, and always a good friend to the blind, has bequeathed to the institution the sum of $10,000, which will become available in due time.

5. Repairs and Improvements.

The cottages, school-house and walk-gallery in the girls' department have been thoroughly repaired and repainted outside, and present a very pleasant appearance.

A great portion of the dilapidated wooden fence on Fourth street has been replaced by one of iron.

The renovation of the interior of the main building has again this year been carried a few steps forward. The music rooms on the second story and several others on the first, 28 in all, have been replastered, the doors, wainscotting, frames and blinds replaced by new ones of hard wood; and the walls and ceilings painted.

6. Workshop for Adults.

This department has continued to suffer during the past year, in common with most industrial enterprises.

The expenditures for the year amount to	$16,621 50	
Decrease of stock and debts due Oct. 1st, 1884, . . .	54 50	
		$16,676 00
The receipts for the year amount to		15,909 04
		$766 96

Thus the cost of carrying on the workshop, over and above the receipts, has been $766.96.

The loss to the treasury of the institution, compared with that of the previous year, has been increased by $210.69.

This department is not so extensively patronized as such a business should be. Nor is the quality of its work duly appreciated, except by a few families which have for years bought all their mattresses, etc., here, by decided preference on the ground of better quality than they find elsewhere. For these reasons the shop has become a burden to the institution. But its utility in keeping so many meritorious blind persons out of the almshouses is so evident that no one questions it. It would seem that some new means should be devised for keeping its claims, too apt to be forgotten, more constantly before the public.

We ask for increase of patronage on business principles, and not for charity.

7. Death of Members.

Death has been busy in the midst of us this past year. Out of the 443 names composing the last printed list of members of this corporation, fifteen have died within the year and up to the re-opening of the school, namely:

Thomas G. Appleton, Mrs. Peter C. Brooks, John L. Gardner, Ignatius Sargent, Senator Anthony, of Providence, R. I., Stephen Salisbury, of Worcester, Amos D. Lockwood, of Providence, Samuel Ward, of New York, George W. Daniel-

son (editor of the "Providence Journal," who headed the list of subscriptions to the printing fund in his city and wrote several pathetic appeals in his paper), Mrs. Theodore Chase, George Baty Blake, Harvey D. Parker, Wm. H. Gardiner, J. M. Jones, and Dr. John H. Dix.

All these were valued members and good friends of the blind. May their example bear fruit!

All which is respectfully submitted by

FRANCIS BROOKS,
JOHN S. DWIGHT,
JOSEPH B. GLOVER,
J. THEODORE HEARD,
EDWARD N. PERKINS,
JOHN C. PHILLIPS,
SAMUEL M. QUINCY,
LEVERETT SALTONSTALL,
SAMUEL G. SNELLING,
JAMES STURGIS,
GEORGE W. WALES,
JOHN H. WETHERBEE,

Trustees.

THE REPORT OF THE DIRECTOR.

To the Board of Trustees.

Gentlemen: — In compliance with usage and precedent, I have the honor to submit to you the report of the director on the workings of the institution and the administration of its internal affairs.

Before entering upon the details of my account I beg to be permitted to say at the outset, with unfeigned pleasure, that during the past year the institution has maintained its career of usefulness and efficiency in an eminent degree and that nothing has occurred to interrupt the even tenor of its operations.

The pupils have been diligent in study, and generally correct and praiseworthy in their behavior. The friendly relations and kindly feelings which exist between them and those in authority are mutually creditable, and indicate that the government of the establishment is free from arbitrariness and unreasonable restrictions, and that candor, fairness, honor and truth constitute its essential elements.

The success which has crowned the beneficent ministrations of the school is very gratifying, and

portends not only the continuance but the increase of its usefulness, and the attainment of a higher degree of excellence in its work.

Number of Inmates.

The total number of blind persons connected with the institution in its various departments at the beginning of the past year as pupils, teachers, employés and workmen and women, was 160. There have since been admitted, 31; 25 have been discharged; making the present total number 166.

Of these, 145 are in the school proper, and 21 in the workshop for adults.

The first class includes 132 boys and girls enrolled as pupils, 10 teachers and 3 domestics. Of the pupils, there are now 127 in attendance, 5 being temporarily absent on account of feeble health or from various other causes.

The second class comprises 16 men and 5 women employed in the industrial department for adults.

The number of scholars has been steadily increasing, and the tendency to the disproportionate preponderance of the gentler sex, which was mentioned in the last annual report, has continued stronger than heretofore. As a consequence the capacity of our accommodations in the girls' department was taxed during the past year to the utmost. Nevertheless, no suitable candidate was refused admission.

The establishment of the kindergarten may eventually lessen this pressure somewhat: but it will not remedy existing difficulties.

There are at present several applicants just of the proper age and of average intelligence, who are waiting for vacancies to occur either by graduation, or otherwise, and who are therefore losing most precious time. For these and all others who may soon present themselves, asking for the advantages of education, immediate provision should be made, and measures should at once be taken either to procure or to build an additional cottage somewhere.

Health of the Household.

The year has been favored by the continuance of many of the blessings which in past times have called for so much gratitude and thankfulness. But there has been a perceptible want in one of them, — perhaps the most important of all, — the health of the household.

At the very beginning of the term one of the pupils in the boys' department was taken ill with symptoms of typhoid fever, which he had evidently contracted at home. At the advice of our medical inspector, Dr. Homans, the patient was speedily removed to the city hospital, where he received excellent medical treatment and nursing, and whence he came out restored to health in a few weeks.

No other case of illness of any kind occurred in this department until the latter part of May, when one of the boys had the diphtheria, and a number of others were confined to bed with sore throats and with a severe influenza bordering almost on pneumonia, so that several of the pupils were not able to take part in the commencement exercises at Tremont Temple on the 3d of June. Happily they all recovered soon, and the sanitary horizon of the establishment was as cloudless as ever, before the close of the school session.

In the girls' department diphtheria in a light form invaded the household at three different times during the months of November, December, and January, and six of the younger children were attacked by it. Five of these were readily received and successfully treated at the city hospital, and one at home. They all returned to their work with a reasonable measure of strength and without any constitutional weakness resulting from the disease, and for the remainder of the year the inmates of the cottages were favored with a remarkable degree of health.

It is my pleasant duty to acknowledge in this connection the uniform courtesy and readiness with which the superintendent of the city hospital, Dr. George H. M. Rowe, and his assistants, opened their doors to such of our pupils as we deemed it necessary to remove at once from our buildings and send to them, and to express my

gratitude for the friendly attention and kind care which they bestowed invariably upon each and all blind children placed under their treatment.

I fear that few of the wealthy citizens of Boston are aware that the department for contagious diseases of this hospital is one of the most important factors of public health, aiding as it does to prevent the spread of infection among the inmates of crowded tenement-houses and to check epidemics. If it were well known among the favored sons and daughters of benevolence how valuable are its beneficent ministrations to the poor and what a great comfort and relief it often affords to many a distressed household, I doubt not that the necessary means might be easily obtained for the increase of its capacity and usefulness.

The School and its Founder.

Were a star quenched on high,
For ages would its light,
Still travelling downward from the sky,
Shine on our mortal sight.

So when a great man dies,
For years beyond our ken
The light he leaves behind him lies
Upon the paths of men.

Longfellow.

A careful examination and study of the history and present condition of the institution must

prove a source of pride and congratulation to its friends and patrons.

The school is the product of the last fifty-two years. During this time it has grown from small beginnings to its present proportions. Many faithful and self-sacrificing persons have devoted to it the conscientious labor of the best part of their lives, and have placed the blind under a debt of lasting gratitude. But the first and last link in this solid chain of earnest workers was the eminent founder of the establishment.

Dr. Howe was the king of its creation, the motive power of its advancement, the promoter of its beneficence, the director and ruler of its destinies, and the crown of its success. He tilled and prepared the ground of its organization with the vigor and skill of a sagacious husbandman, steeped the seeds of its existence in the spirit of perennial life and energy, and watched its development and growth with parental solicitude. From the day that he put his hand to the plough to that when he was stricken down, the fire burned with undiminished heat and lustre, and the ardor of his heart in the cause which he championed was as buoyant as his marvellous brain was clear.

Being a man of strong will, of cultivated tastes and lofty conscience, Dr. Howe became the inspiration of his co-laborers, — a mighty galvanic battery, as it were, which by a process of intellectual and moral induction, charged their own efforts

with electric power. These are the foremost among the forces that mould human activity into special phases: and the rich harvest which continues to be reaped year after year in this field of philanthropy, is mainly and principally due to the assiduous care with which the illustrious friend of the blind planted the first germs of their development and advancement, to his warm zeal, his chivalrous character, his tireless industry, and his wisdom and proverbial broad-mindedness. For in the words of Mazzini, the eminent Italian patriot and agitator, "men of great genius and large heart sow the seeds of a new degree of progress in the world; but they bear fruit after many generations."

Dr. Howe holds a high position not only as a pioneer, but as a permanent power in the cause of the blind in this country, from the excellence of his ideas, their scientific basis, their clear and philosophic exposition, and their important practical bearing on the welfare and happiness of this afflicted class of men. His great object was to benefit them individually and socially, and to open to them a career of usefulness and independence. Like all students of human nature and of human well-being from Socrates downwards, he realized, as few have done more intelligently and earnestly, that in any attempt to aid those bereft of sight, the largest factor is thorough and liberal education, and that in the development of this factor, science

and philosophy exercise their highest and wisest functions. Into the education and training of the blind, therefore, as the great lever for their deliverance, he threw himself with the zest of a powerful devotee, and with remarkable purity of motive, singleness of purpose, and calm but deep enthusiasm. All his studies and labors by pen and voice were henceforth unremittingly directed towards this end. Gradually his plan grew and matured in his thought. The whole framed itself in his mind into a definite form, and, when complete in its outline, it was put to practical application with exemplary eagerness. He discerned the signs of the times and anticipated the demands of progress. His success was evident.

The experience of half a century proved the soundness of his ideas, and confirmed the correctness of his judgment. The blind of New England are to-day unquestionably in the very front ranks of civilization, and the work of no individual can approach that of Dr. Howe in placing them there. He labored sedulously for this result, and had no peers in its attainment. He stood in the midst of his competitors like a giant among pigmies. They could not enter into the spirit of his social philosophy, and follow his lead. His heart was the temple of a divine power, which loves truth, justice and humanity. Referring to the greatest and most wonderful of Dr. Howe's achievements, the deliverance of Laura Bridgman

from the horrors of her intellectual and moral imprisonment, Rev. John Weiss seems to think that the credentials of his mission came from on high, and speaks of the noble deed as follows: —

"Do not say that Dr. Howe was worthy to attain to immortal continuance, but that without him Laura Bridgman would nowhere ever have picked a way out of the triple-bolted dungeon of her body, in which a personal *I* languished waiting for his miracle. Dr. Howe's achievement is to us a guarantee that the Creator will not let one of His little ones perish. Laura's liberator was an incarnate word of God. In him was that impulse of creation which is continually struggling to be set free into symmetry and sanity. To every country these apostles of redemption have been furnished, for each act of whom nothing but immortality can account, as nothing else could break into this life with such an impetuous solicitation from God to us to improve His imbeciles and make His future task the easier."

Dr. Howe's deeds consecrated the very earth beneath his feet. His fame was securely chiselled on the loftiest pinnacle of the history of philanthropy. His genius was confessed in both hemispheres, and its gleaming coruscations continue to flame on the regions of ceaseless night, and to lead its victims onward and upward.

May the kindly wings of his broad and liberal spirit be forever spread over the work of his noble life and rare talents, and waft down to his successors wisdom, blessings and direction.

Early Benefactors of the Institution.

When the houses for the girls were finished and made ready for occupancy, Dr. Howe intended to dedicate each of them to the memory of one of the early and most distinguished friends and benefactors of the institution. In order to carry out his wishes and give tangible expression to his purpose, silver plates have been placed on the front doors of the four cottages, bearing the names of "Fisher," for Dr. John D. Fisher; "Brooks," for Peter C. and Edward Brooks; "May," for Samuel May; and "Oliver," for William Oliver of Dorchester.

Review of the Various Departments.

A casual visit to the institution or a brief review of the work of each department, will give an idea of its varied, extensive and beneficent operations. Hardly any mental, moral, physical or technical interest of the blind has been overlooked in the organization and administration of the establishment, every branch of which is characterized not only by thoroughness and completeness, but also by an entire absence of all stationariness and by a constant endeavor after still greater improvement.

Literary Department.

In reviewing the work performed by the school during the past year we have abundant cause to

be gratified at the success which has attended it, and which is "known and read of all men."

The daily records kept by the teachers, as well as all other competent and reliable tests, show that the progress of the pupils has been commendable in every respect.

We have endeavored to adapt our methods to the requirements of the pupils, to keep pace with the demands of the time, and so to shape our course that there may be constant growth and improvement.

I can give no better proof or fairer illustration of the scientific methods of instruction which prevail in the school, and of the progressive spirit which animates those in charge of it, than that which is afforded by their own words. To a reader or compendium of biology and natural history, which was compiled by two of our teachers from the works of Mrs. Arabella B. Buckley and of Prof. Huxley, and published during the past year under the title "Life and her Children," a third instructress, Miss Mary C. Moore, wrote a brief preface, from which I copy the following extract: —

"The value of natural science as a means of development, intellectual and moral, is incalculable. But it must be taught scientifically. Typical plants and animals should be put into the hands of the children, who must then be led to make their own careful and correct observations, their own comparisons, their own classifications, and their own deductions. So, and

so only, will they grow into a reverent knowledge of the life around and within them, and at the same time gather strength to become truly 'winners in life's race.'"

While the use of text books as all-sufficient vehicles of instruction has been persistently avoided in our school, the practice of reading by the touch has been encouraged by every possible means. One evening in the week has been exclusively devoted by most of the pupils to the perusal of works of various kinds, and their selections have covered a great range of embossed literature, and have included history, biography, poetry, science, philosophy, and belles-lettres. The readers have been allowed to follow their inclinations, and to make their own choice with perfect freedom, the leading motive being similar to that enunciated in the burthen of the famous chorus in the *Agamemnon* of Æschylus,

"Let the good prevail."

Thus the love of reading for its own sake, which has always been cherished among the blind, is developing into a strong habit which will follow them through life, and afford them the means of greater aid, solace, comfort and enjoyment.

Our library, enriched from year to year by the choice products of the "Howe Memorial Press," is becoming the centre of immeasurable pleasure and inspiration to the studious pupils, and in no house-

hold can a greater appreciation of its benefits and delights be formed than in ours.

The commencement exercises of the school held in Tremont Temple on the 3d of June, were of a very high order. The large hall of the temple was filled to overflowing with an audience representative of the intelligence, the refinement and the benevolence of Boston and the neighboring towns, and several thousands of applicants were refused admission for want of room. One of the most memorable features of the occasion was the address of Mr. C. W. Ernst on the kindergarten project. Pure in diction, rich in erudition, strong in logic, and convincing in argument, it appealed to the reason and to the sense of justice rather than to the sentiments of the hearers, with irresistible force. A Greek statue could be no more simple and severe. The festival proved to be of such unusual importance, and elicited so great an interest and so many favorable comments in the community, that a full account of the proceedings, including the essays of the graduates, is given in the appendix.

Towards the close of the last school session the principal teacher in the boys' department, Miss Julia R. Gilman, presented her resignation. She was induced to take this step for the purpose of assisting her eldest sister in the establishment of a private school for young ladies, and of obtaining some recreation and rest, which in her case

were much needed after arduous work pursued through nine consecutive years. On careful consideration of the matter, I concluded that both these ends could be attained by a leave of absence for one year, which I was exceedingly glad to grant to Miss Gilman. The offer was accepted, and thus the tie of service in the future was not severed.

Miss Gilman is one of the most efficient and conscientious teachers ever employed by the institution. She demonstrates in her labors what persevering industry, stimulated by unfailing earnestness of purpose and strengthened by unaffected sincerity, can achieve, and what the honesty which springs from principle and draws its inspiration from a pure heart, is worth. Her keen and warm interest in everything pertaining to her work, her sense of justice and fairness,—sustained by thoughtful firmness and blended with discrimination and candor,—her unswerving devotion to the progress of the establishment and to the welfare of its beneficiaries, and her modest estimate of herself and generous appreciation of the efforts of others, cause her to be highly esteemed and greatly beloved by her associates, and help not only to create a spirit of manliness and good will among the pupils, but to increase the efficiency of the school and enlarge its ethical atmosphere to a very gratifying extent.

Miss Olive A. Prescott of Ayer, a graduate of the State Normal School at Bridgewater, and a

person of ability and experience in teaching, has been appointed as Miss Gilman's substitute for the current year.

About three weeks before the beginning of the present school term, another faithful and talented teacher, Miss Cora A. Newton, asked to be released from her engagement at the institution in order to accept a situation at the Haverhill training-school. I complied with her wishes very reluctantly and with much regret. The vacancy has been filled by the appointment of Miss Marian A. Hosmer.

No other change has taken place in the corps of teachers; and I am most happy to say that all of them discharge their respective duties with hearty zeal and exemplary fidelity. They are striving with a determination worthy of the warmest praise to realize the highest standard of educational excellence, and they throw all their energy and enthusiasm into their work and the advancement of their pupils, cheering the industrious, sustaining the studious, rousing the inert, stimulating the idle, encouraging the hopeful, and laboring with all. Failure cannot possibly attend such efforts.

Music Department.

"Music alone with sudden charms can bind
The suffering sense, and calm the troubled mind."

The work of this department has been carried on with the usual thoroughness, and with a

measure of success corresponding to the spirit of devotion on the part of those engaged in it.

The progress of the pupils both in instrumental and vocal music has been most satisfactory.

Of the ninety-four scholars who have received instruction in this department during the past year, seventy-eight have studied the pianoforte; nine, the cabinet and church organs; twenty-six, harmony; five, the violin; twenty-six, reed and brass instruments; seventy-five have practised singing in classes, and nineteen have received private lessons in vocal training. Moreover, all the advanced pupils have participated in the practical exercises of the normal teaching classes, in which they learn what are the best and most advantageous methods adopted in their profession, how to trace the difficulties which may arise in its course and to overcome them, and how to pursue their avocation with success.

Besides the practice which our advanced scholars obtain by teaching the younger ones under the supervision of their instructors, opportunities are sought and often secured for their giving music lessons to seeing children in our neighborhood. The experience gained thereby is of incalculable value to them, for it gives them a foretaste of their future profession and enables them to find out where their deficiencies will lie, and to resort for their remedy to the assistance of those who have traversed the road before them

and who are familiar with its windings and its obstacles.

During the past year our supply of musical instruments has been thoroughly replenished. Twelve of the pianofortes which have been in use for a long period and have become more or less worn out, have been exchanged for new ones. Of these six were procured from the firm of Messrs. Chickering & Sons, and six from that of Mr. Henry F. Miller. They were all selected with care from large assortments, and prove to be excellent instruments in every respect. With these additions our facilities for the study and practice of music have been greatly improved, and the equipment of this department has reached a degree of completeness which is not surpassed anywhere.

Our pupils are systematically trained to avoid what is trashy and degrading, and to choose and admire what is beautiful and elevating in their art. Great stress is laid on this point, and their success is undeniable. The character of the music performed and appreciated by them is a conclusive proof of the high standard of taste which prevails among them.

For this attainment, as well as for the acquisition of artistic refinement and æsthetic culture, the development of the sense of discrimination and of the critical faculty, and the enjoyment of a great deal of pleasure, we are indebted to the continued

favors bestowed upon our students by the leading musical societies and organizations and by the distinguished artists of the city of Boston.

As in former years, the doors of the best concerts, oratorios, operas, recitals, and entertainments have been freely opened to them, and they have also been placed under renewed obligations for some excellent performances given in our own hall. For these great privileges and uncommon advantages we render our most hearty thanks and grateful acknowledgments to the generous friends and constant benefactors of the blind of New England, whose names will be printed elsewhere, and whose kindness and benevolence will be engraved in the memory and cherished in the hearts of the recipients of their liberality.

There have been three changes made in the corps of teachers and music readers of this department. Miss Annie Keith resigned her position at the close of the last school session; five or six weeks later, Miss Mary A. Proctor declined a reëlection on account of ill-health, and shortly before the reopening of the school, Miss Caroline L. Bates was advised by her physician to discontinue her work, and rest at home. All these young ladies have rendered good service to the institution, and will be missed by their pupils. Their places have been respectively filled by Miss Julia H. Strong of Auburndale, Mass., Miss Jenny A. Wheaton

of Rutland, Vt., and Miss Iola M. Clarke of Hampton, Conn.

Tuning Department.

During the past year, as in previous ones, this department has been conducted with uncommon ability and with the most gratifying success. Thoroughness in theoretical study and practical training in the art of tuning in both its scientific and mechanical bearings, has been the mark towards which all efforts have been directed.

Indeed, nothing has been omitted, either in the form of appliances or in that of tuition, which could contribute to its attainment.

The contract for tuning and keeping in good working order the pianofortes in the public schools of Boston, — one hundred and thirty-two in number, — has again for the eighth time been awarded to the institution for another year, on the same terms as heretofore. Faithful guardians of the interests of the city, the committee on accounts, in whose charge this matter is placed, before coming to any decision, instituted a careful inquiry as to the quality of the work of our tuners and the amount of remuneration charged by them, and, having been convinced that the instruments are entrusted to safe hands and kept at less cost in a far better condition than they ever were before, they have renewed the agreement promptly and without the least hesitation. This action is truly

beneficent to the blind of New England, and reflects great credit on the school board. Would that all official bodies who have access to the treasury of Boston were as honest, fair minded, judicious and conscientious in the discharge of their duties as the members of this committee.

Technical Department.

The work of the technical department has been conducted with the accustomed assiduity and fidelity on the part of those in charge, and with very gratifying success. No changes of any kind have taken place in either of its two branches, and but a few lines will suffice in review of the results accomplished in each.

1. *Workshop for the Boys.*

The usual trades of making mattresses, seating cane-bottomed chairs, upholstering parlor furniture, and manufacturing brooms, have been regularly and systematically taught in this shop, and the pupils have been diligently trained to work steadily, and to fit themselves for the practical pursuits of life.

The mode of instruction employed in this department is very simple, and the advancement of its recipients quite satisfactory.

2. *Workrooms for the Girls.*

Under the efficient direction of Miss Abby J. Dillingham and the assistance of Miss Cora L. Davis, uncommon activity has prevailed in these rooms, and the girls have labored with untiring diligence, and have made excellent progress in sewing and knitting, both by hand and machine, in crochetting, and in the execution of a very great variety of plain and fancy work.

The articles made by our girls for the bazaar, which they planned and carried out themselves in aid of the kindergarten for little sightless children, and for one or two smaller fairs which were held in the city for the same purpose, were in constant requisition, and the demand could hardly be supplied. A great deal of taste was displayed in the design and manufacture of these articles; and their work attracted great attention, much of it being considered very remarkable, while all of it was readily and advantageously disposed of, and received unqualified commendation.

Department of Physical Training.

In a complete system of education, scientifically arranged and wisely administered, the care of the physical frame is not less important than the cultivation of the brain. On the contrary, it is infinitely more so: for the operations of the mind depend wholly upon the soundness of the machin-

ery by which it manifests itself. No active intellectual life can thrive in a feeble and debilitated body. When the forecastle of a vessel sinks, the cabin must soon follow. It is impossible to preserve the leaves and blossoms of a plant when its roots are decayed.

In conformity with these views, which have been fully stated and repeatedly commented upon in previous reports, due attention has as usual been given to this branch of our scheme of instruction and training, and a system of physical exercise in the open air at proper intervals, together with regular gymnastic drill under shelter, has been carried on without interruption. The effects of the practice of this system upon the appearance, health, strength, elasticity, and endurance of the pupils are very noticeable. Many imperfections which are indicative of a stunted growth and muscular flabbiness have diminished perceptibly, gracefulness and agility have taken the place of awkwardness and clumsiness, and the groundwork upon which the temple of education can be safely built has been carefully laid.

Our scholars are required to pursue the series of exercises assigned to them with strict regularity, and only those among them are excused from spending one hour daily in the gymnasium, in whose case our medical inspector finds sufficient cause to recommend a cessation from physical exertion.

Give them Light.

"Thus with the year
Seasons return; but not to *them* returns
Day, or the sweet approach of even or morn
Or sight of vernal bloom, or summer's rose,
Or flocks or herds, or human face divine;
But cloud instead and ever-during dark
Surrounds *them*, from the cheerful ways of men
Cut off, and for the book of knowledge fair
Presented with a universal blank
Of Nature's works, to *them* expunged and rased,
And wisdom at one entrance quite shut out."

Milton.

This picture, conceived in the mind of one of the most eminent victims of blindness under the painful influence of personal experience and tempered with the sighs of sorrow, is neither highly colored as a whole, nor exaggerated in any of its shades. It is true to nature and consistent in all its features. It is a photographic portrait of actual woes, rather than a fancy painting, in which the reality might be idealized or travestied. It describes forcibly and graphically the gloom, the sadness, the privations and the intellectual and moral disadvantages arising from the loss of sight.

But, cogent and striking as this drawing is in all its delineations, it can hardly be considered as complete and adequate when applied to the case of the little sightless children, who, oppressed by

poverty and doomed to an existence of degradation and misguided indulgence, are left to grow, like unkempt creatures, without care, protection, or training of any kind, and in whose behalf repeated appeals presenting their claims to rescue and human sympathy have been addressed to the public; for it gives no idea of the by-ways of ignorance and depravity in which many of them were born, nor implies even a suggestion of the misery, the wretchedness, the mire of vice, the pernicious surroundings, and the deleterious atmosphere, in which they dwell and breathe and move.

Most of the unfortunate waifs never see one ray of light. They live in ceaseless night from the cradle to the grave. The brilliant myriads of luminous bodies which stud the firmament, the tints of the flowers, the plumage of the birds, the endless varieties of foliage and scenery, the symmetry and harmony of the visible universe, and all the beauties of nature and excellences of art are utterly hidden to them. Their eyes are hopelessly closed, and no human power can open them and restore their sight. To them all is, and will ever be,

> "Dark, dark, dark, amid the blaze of noon,
> Irrevocably dark, total eclipse,
> Without all hope of day."

Add to this crushing pressure of the iron veil of their calamity, the glaring want of sufficient food

and raiment and care and decent quarters, and all the multifarious physical ills and moral monstrosities with which their environment is pregnant, and you will have a perfect picture of their condition, and of their sufferings and dangers. It is no hyperbole to say that the poisonous influences to which they are exposed not only impede healthful development in any direction as effectually as the iron shoe prevents the growth of a Chinese woman's foot, but, like the blast of a frigid wind, they freeze and kill and destroy the germinating seeds and sprouts of all good qualities, and thus the ground is wholly given up to weeds and tares.

But the light of truth and knowledge and honor and love can be introduced into the heads and hearts of these victims of affliction by means of thorough education, and, by the aid of early and efficient training, they can be rescued from the very jaws of intellectual and moral darkness, and made good, active, helpful and useful men and women. As the primroses and violets lie in ambush till the first warm breath of spring bids them reveal themselves, so the minds of these lowly waifs remain buried in the sepulchre of negligence and rust, waiting for the angel of kindness and benevolent generosity to roll off the stone from the entrance of their prison and call them forth to resurrection and life.

A kindergarten school, securely founded on a sufficient endowment, wisely organized and prop-

erly conducted, will help most effectually to the accomplishment of this end.

This project, like a great mountain, is impressive from whatever side it is approached. Viewed from the heights of philanthropy, it is grand, noble, elevating; for it aims at the deliverance of scores of little blind children, who are overwhelmed by the deluge of a dreadful calamity, and are, moreover, plunged into an ocean of ills of a social, domestic and ethical nature. Considered in the light of justice and fairness, it is the embodiment of equal rights and opportunities for all members of the human family, regardless of bodily defects or imperfections, and commends itself to the judgment and sympathy of all benevolent and kind-hearted persons. Examined from the stand-point of education pure and simple, it presents its most interesting aspect, for it carries in its very roots the elements and promise of becoming an ever-burning torch, dispelling the clouds which thicken and threaten on the horizon of misfortune, and rendering its darkest sky bright.

There is no scheme of training so admirably adapted to the condition, wants, and peculiar requirements of sightless infants as that of Froebel. This wonderful system is the true starting-point on the royal road of learning. It marks the spot where we must begin to search for hidden treasures. Its philosophy is based upon the natural growth of little human beings, and is therefore as deep and

broad and high and as enduring as humanity itself. It runs parallel with the entire educational career of the child, the youth and the man. Its gifts and toys, its games and amusements, its play and merriment, are means of grace and salvation. They give joyous employment to tiny fingers, impart physical strength and elasticity of motion, cheer the heart, arouse the mind and quicken its powers, train the senses to keenness and fineness, foster the faculty of invention, and engender habits of observation and industry. Through their ministry intellectual torpor, moral sluggishness, weak purposes, and bad tendencies and propensities are changed into a progressive forward and upward movement, and the puny pupils, effectually shielded from all poisonous influences, which defile and deform the crystalline thread and the fresh delicate bloom of the soul, grow in all things strong and healthy and entirely free from those stains, which, if not removed in time, would seriously affect the course of harmonious development and pervert its soundness.

"A pebble on the streamlet scant
Has turned the course of many a river;
A dew-drop on the baby plant
Has warped the giant oak forever."

Thus the demands of equity and science blend together in this enterprise with the iron laws of political economy and the higher logic of the heart, and render the foundation and endowment of a

kindergarten for sightless children of infant years for whose care and instruction there is no provision whatever, not a simple wish or a mere desideratum, but a grand want and an imperative necessity.

No class of people can appreciate more thoroughly the importance of the effects of early training and of the numerous other advantages afforded by Froebel's grand system of education, or can estimate their value more highly than our scholars. Those among them who have tasted the fruits of the kindergarten even in a very small degree, have become so infatuated with its blessings, that they are most eager to secure them permanently for their tiny brothers and sisters in misfortune. To this end they have continued to labor incessantly, unswervingly, and with profound and unabating enthusiasm, which, in the language of Bulwer-Lytton, "is the genius of sincerity, and truth accomplishes no victories without it." No task has seemed too severe to them, and no amount of work or magnitude of difficulties could dishearten them or diminish their zeal. Full of faith in the goodness and grandeur of their cause, and hopeful for its final triumph, they have shrunk from no exertion or hard work, always conscious of the fact, that,

"As insect toil at last the island rears,
Or mushroom pillars lift the wayside stone,
So he succeeds who truly perseveres.
With powers converged to noble ends alone.

With constancy through fair and foul the same.
In growing strength our recompense we find;
But hesitation, want of earnest aim,
Far more than labor wearies heart and mind."

The means and measures to which our pupils resorted for the purpose of bringing the enterprise to the notice of the public and of enlisting the interest of the community in its furtherance, were many and various: but the most important among them were the bazaar which was held in our girls' schoolhouse on the 21st and 22d of February last; a dramatic entertainment in which Sheridan Knowles's play, *William Tell*, was represented by our boys; and several concerts given in Charlestown, Allston, Milton, Bridgewater, and elsewhere.

The fair, which proved as unique in its character as it was productive of a good harvest, was an intuitive suggestion with our girls, and forth from mere intention leaped the determination. For them to resolve was to achieve. They entered upon their work with unrivalled earnestness and with an exemplary spirit of self-sacrifice and surrender, but with the most modest anticipations. Fifty or at the utmost seventy-five dollars would have been the highest mark of their expectations. How gratifying then was the unlooked-for result of their patient and untiring labor. They formed their plans, organized their committees, issued their notices and advertisements, sent their invitations right and left for assistance, and strove in

every possible way to secure the good will and hearty coöperation of a large class of people. It goes without saying, that the teachers and other officers stood steadfastly by the scholars, helping, advising, directing and guiding them.

The pathos inspired by the sight of this group of courageous workers was enhanced by the liveliest and most energetic part taken in the movement by that living monument to Dr. Howe's patience and sagacity, Laura Bridgman.

This woman, whose touching history encircles her with a halo which no worldly fame or brilliancy could give, surrounded as she is by an impenetrable wall of darkness and silence, is in all things a living and feeling person.

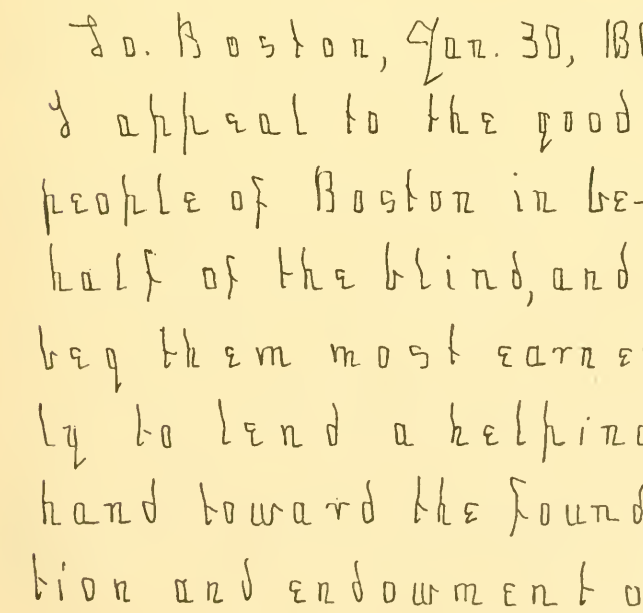
> "Shut in, shut in from the noise and din
> Of the world without to the world within,"

Laura may be likened to the snow-covered Hecla, whose icy barriers enshroud the burning fire underneath. Stirred up by the suffering of the poor little sightless children, she took the success of their cause very much to heart, and the warmth of her interest in it had a miraculous influence upon her whole character. It raised her far above herself, broadened her sympathies, and led her to that celestial ladder, which, like the vast stairway seen by Jacob in his dream, reaches in long perspective upward from the dungeon of seclusion and helplessness to the divine throne of goodness and joy.

In the quickness of her intellectual perceptions and the vividness of her emotional nature, she pondered seriously, acted energetically, worked incessantly, and urged her friends and acquaintances to join her in her labors. Jean Ingelow's beautiful words,

> "To serve the dear,
> The lowlier children, I am here,"

seemed as if they were written to express her feelings and purposes. To crown her endeavors, Laura wrote *propriâ manû* the following plea to the public, a *fac-simile* of which was reproduced and printed in many of the leading journals of New England: —



a separate kindergar-
ten for little sightless
children. They live
now in darkness and
gloom. Let there be
light and joy for them
soon.

Laura B. Bridgman.

These simple words fell among the community at large like a ball of fire, which, rolled and shaken by earnest friends, glowed with a thousand hues.

The final arrangements for the opening of the sale were completed under circumstances most favorable and auspicious, and signal were the blessings which were showered upon the efforts of its projectors. The two days of its duration were the finest in our winter calendar. Contributions flowed in generously alike from the rich and the poor, and the articles made by the girls themselves were so numerous as to fill quite a space in the rooms. Seldom has a fair in this city presented

so many novel and attractive features grouped together.

No sooner were the doors of the Howe building ajar than the manifestation of genuine human goodness and of the immense public interest felt in the enterprise, became evident in the thronging crowds of friends, who came to bring the encouragement of their presence and their patronage to the enterprise. Their benevolence swept its golden circle around the little laborers. The tables were entirely depleted of their contents, and the success of the undertaking was so great as far to exceed the most sanguine expectations of its originators and ardent promoters. The net profit yielded by the fair amounted to $2,050.35.

These efforts touched the chords of the human heart throughout the community, bringing forth the sweetest music, and arousing everywhere a strong current of sympathy and a great amount of philanthropic interest. Their effect seemed to be like that of a melodious song, the refrain of which is caught and repeated in every direction. Hundreds of children as well as of grown persons warmed themselves at the fire of the enthusiasm of our girls, and learned from their fervor to cast off indifference and to participate in the cause of the little sufferers. Their tiny hands have been stretched forth in aid and have brought valuable assistance with them. Especially pathetic and marked was the zeal manifested by a number of

lame and invalid children, who, in their sad imprisonment, were inspired by an ardent desire to make the lives of their little blind friends more bright. Fairs, concerts and miscellaneous entertainments, given in private drawing-rooms and public halls and churches, have been in order for some time past, in behalf of our enterprise, with varied success. Even a circus was devised by a little fellow, who announced its result in the following charming note :

"Dear Miss Bridgman ; — Mamma read the letter in the *Christian Register*, and since that we have been saving our money. I had a circus yesterday, and raised 18 cents. Bessie saved 75 cents. I saved $1.25. That will amount to $2.00. Now I must close. — Yours truly,

Chas. E. Barry."

In numerous instances, where children denied themselves many pleasures and enjoyments, and even their play, in order that they might enable the blind to taste these privileges, the spirit of self-sacrifice was truly great, but it reached its climax when the pupils of a charity kindergarten, on whose countenances the marks of destitution were deeply impressed, contributed cheerfully the very few pennies in their possession for the purpose of helping in the efforts to extend the light radiating from Froebel's system to the sightless infants, whose deliverance seemed thus to have been made the concern of the public at

large. As of old the "widow's mite" was celebrated, so to-day the children's offerings stand forth a touching, noble monument of the power and inherent goodness wielded by the hands of simplicity and innocence. The movement has proved in all its phases a blessing and a benediction alike to beneficiaries and benefactors. For the sun which searches in the bosom of the earth for seeds to fecundate, is also the wondrous painter who imparts their splendor to the flowers.

The results of these efforts, rich as they were in human kindness and sympathy and good will and touching incidents of self-sacrifice, have not as yet, however, placed the enterprise beyond the need of pecuniary assistance. Thus far we have in our treasury $25,231.63. This amount, chiefly contributed from the hard earnings of people of moderate circumstances, is not sufficient for the purchase of suitable grounds and the erection thereon of a cheap building. Of a permanent endowment fund, which will impart life and security to the undertaking, there is not even a nucleus raised. But such an institution as we propose to establish cannot possibly exist and thrive by depending wholly upon annual subscriptions and occasional or casual gifts for its support. It should rest upon a broad and solid financial foundation. To the scanty stream of the offerings of the poor, which can scarcely rise above the rocks and stones of the brook-bed, should be added the mighty cur-

rent of the donations and contributions of the affluent, brimming the river banks and rolling on in triumph to the sea of success.

There are, no doubt, many persons, noted for their benevolence and generosity, who, if they are opportunely approached and properly informed of the wants and requirements of the blind, will look upon their case with favor and compassion, and do their whole duty by them. In direct contrast with these there are others, whose spirit and heart are debased by insatiate covetousness and palsied by selfishness and greed for the accumulation of money, and who, enchanted and elated by the all-absorbing music produced by the clinking of their gold, are utterly senseless to the groans of distressed humanity. But the man or woman, who, after becoming acquainted with the woes of little sightless children, refuses to offer from his or her abundance for their mitigation is unworthy to rank among those citizens who have given Boston its world-renowned character and glory. To such a person the following words of Emerson can be addressed with peculiar force and appropriateness: —

> "Oh mortal! thy ears are stones,
> These echoes are laden with tones,
> Which only the pure can hear.
> Thou canst not catch what they recite
> Of will and fate, of want and right,
> Of man to come, of human life,
> Of death and fortune, growth and strife."

For a long period the project was permitted to sail in a frail craft, and to drift along with the current of popular favor. There were no experienced and steady hands at the helm. It was left with our pupils and their immediate helpers to steer it on the sea of public patronage. But no young enterprise, however grand in its conception and beneficent in its effects, can go on its own feet alone. We have to furnish it with wings born of our earnestness, our fidelity, our wisdom, and our devotion. Unless there is behind it a strong body of well-known and sagacious men representing its claims before the community and endeavoring to promote its interests continually, its succes is very problematic.

In view of this fact, the kindergarten scheme was placed by the trustees in charge of a special committee, consisting of Mr. Samuel G. Snelling as chairman, and Messrs. Leverett Saltonstall. Francis Brooks, and James Sturgis, with full powers to add to the number of their members and complete their organization.

This action of the board filled the friends of the project with joy, and inspired them with fresh hopes, that active measures would soon be taken by Mr. Snelling and his associates for soliciting contributions, and that they will strive to carry the lamp of happiness and intelligence on to the goal while it is burning in their hands.

I am aware that the task of raising a large sum of

money is very great, and that the forces at command are comparatively small: but I have also learned by experience, that the frosts of external obstacles and temporary hindrances dissolve as readily before the intense heat of noble resolution and moral purpose, as the snowdrifts melt away under the rays of the burning sun. Be the barriers of obstruction and the chills of indifference what they may, it is our solemn duty to press forward without a halt. Those alone serve the cause of humanity who march unflinchingly under its banner, and fight bravely in its behalf. Those who only stand and wait, may not have an opportunity to win a victory. The soldier whose heart is set on a conquest, makes no account of the perils of the battle-field, nor shuns its terrors. With the faithful and tireless worker things are easily controlled, and impossibilities are turned into possibilities. He takes hold with unrelaxed strength, and walks with a full confidence of success. If endowed with a vigorous intellect, a resolute will, and a reliable judgment, he "mounts the whirlwind and directs the storm." His earnestness grasps the cords that move the human heart. His cry, echoing in all the retreats of benevolence, arrests its attention; and, as a consequence, a new gem is added to the crown of philanthropy.

Posterity commends with admiration the perseverance of the Roman censor, who became famous, among other things, for repeating, whenever he

spoke in public, the then significant phrase, "*Delenda est Carthago*," until, by dint of unwearied repetition and insistence, his plan of destruction was carried out. Much after the fashion of Cato we must seize every opportunity, and enunciate and reiterate in the ears of men, women and children a sentence quite as laconic as his. But ours is not a proclamation of ruin and desolation. It is a motto of love and charity. Instead of "*Delenda est Carthago*," we say, "*Levanda est afflictio*," and we must not cease rehearsing this watchword, and emphasizing its import, until the burthen is taken up by a friendly chorus, who will help us to fulfil its prophecy. In other words, we should adopt all available means, and employ all expedients calculated to arouse public sentiment in favor of our movement. Agitation is the atmosphere of mind and the crystallization of earnestness. It is the marshalling of the conscience of a community to mould its benevolence into forms which humanity can use. It prevents injustice, stimulates fairness, preserves harmony, and secures progress. Under the influence of its heat and through the action of its forces, the undisputed claims of the sightless waifs, which are still like unrecognized fugitive sparks in the general social atmosphere, will be forged into a thunderbolt, which shall suffice to dash the bulwarks of apathy to pieces, and to demolish the ramparts of selfishness and exclusiveness. When these are removed, kind thoughts

and generous deeds will rise in their place, and pierce and dispel the dark shadows which yet hang like a murky cloud over the lives of a large part of the human family.

For the last four years Froebel's system has played so important a *rôle* in our school, and has produced such marvellous results in rescuing many of the younger pupils from the very depths of sluggishness and feeble-mindedness, into which they were gradually sinking, and in conferring substantial and lasting benefits upon all of them, that its vast and life-giving importance will undoubtedly be appreciated by those who are entrusted with the stewardship of riches, so that a kindergarten for the blind may be securely founded and adequately endowed in the near future. Of the realization of this hope I feel perfectly confident, and, as the poet says, —

> "The mind I sway by, and the heart I bear,
> Shall never sag with doubt, nor shake with fear."

Fully conscious of the arduousness of the duties devolving upon the promoters of the enterprise, and of the particularly trying difficulties which stare them in the face at every step, I yet do not waver for a moment between success and failure. There is no ground of apprehension or despondency. The cause is too good and too noble to be permitted to fade away for want of support. The project is too practical and humane to be allowed

to collapse for lack of means. Its consummation has passed the nebulous stage of uncertainty, and assumed so tangible a form, that I can see it with the eye of faith and hope. From the tiny acorns of benevolence, which have been planted in love and kindness and watered by the golden stream of sympathy and charity, there cannot but grow up stately oaks, under whose branches and thick foliage the sightless waifs of New England will find a shelter from the storms of misery and wretchedness, and protection from the contagion of moral pestilences. They have already suffered long enough for a misfortune due to no fault of their own. Let there be an end to their woes. Let the sum total of the ignorance and neglect and evil and vice which shroud them at present, be but as a dark background to a sunny landscape in the future, where brightness and warmth and purity and virtue will shine with heavenly radiance : and when the poor blind infants breathe out their sighs of deep delight over all the joy that the kindergarten will bring, though it be shaped into no word, it may sound to their kind helpers and generous benefactors like a "*Gloria in Excelsis.*" However weak, and enervated, and helpless, and almost blighted these little soldiers may appear, give them the weapons of character, together with the ammunition of physical health and the drill of early education, and cover their heads with the helmet of intelli-

gence, and their breasts with the shield of manliness, and they will hold the fort of humanity tenaciously, and fight the battle of life successfully.

To all our fellow-citizens, but especially to those who possess the goods of the world in abundance, and who are light of heart and whose cup is filled with earthly enjoyments, we most earnestly and respectfully commend this project. To their liberality and beneficence the kindergarten for the blind, driving away like an ever-burning taper the darkness of affliction, will stand as a monument in perpetuity. Sculptured marbles and bronze statues and honorable inscriptions carved on the front of massive and magnificent structures, will crumble through the lapse of time and perish from the sight and memory of mankind : but this will endure for ever.

Kindergarten Exhibits.

Our pupils, although busily employed with the regular studies of the school, and with the extra work for fairs, concerts and entertainments undertaken during the past year, found time to prepare two exhibits. One of these was sent to the kindergarten exposition, held last summer in Madison, Wis., during the meeting of the National Educational Association, under the direction of Prof. W. N. Hailmann, president of the American Froebel Institute; the other was placed in the annual fair of the New England Mechanics' and Manufactur-

ers' Institute of this city. Both these exhibits attracted considerable attention, and were very favorably commended. A special correspondent of the "Boston Herald," from Madison, giving in its issue of the 19th of July a descriptive account of the magnificent display of the kindergarten exhibition in that city, speaks most kindly and encouragingly of the work of our children. We quote as follows from the columns of the "Herald": —

"Strange as it may seem, the finest work in clay modelling is that of scholars in the kindergarten department of the Massachusetts Institution for the Blind in South Boston. The objects represented in plastic material are almost perfection, and, in seeing the whole exhibit of this institution, the visitor can no longer doubt the value of the instruction of the blind in kindergarten methods. Some unique geometric work in the handling of problems in that subject is done by the use of pins stuck in cushions."

These words, coming as they do from an impartial judge and keen observer, bear witness to the usefulness of our infant enterprise, and add strength to the weight of the testimony in its favor.

Conclusion.

As the length of this report has already exceeded its reasonable limits, I feel obliged to leave out many pages of manuscript which I have already written, and among which there is a full account of the present low condition of the education of the

blind in this country, together with a brief exposition of some of the principal causes which have produced it, and of the evils which beset the progress of many of the public institutions. This necessity I deeply regret; but I hope to be able to carry out my intention at some future day.

Respectfully submitted.

M. ANAGNOS.

SPECIAL REPORT OF THE DIRECTOR.

South Boston, Oct. 1, 1884.

To the Trustees of the Perkins Institution
and Massachusetts School for the Blind.

Gentlemen: — Since my communication to you with regard to the application of a portion of the income of the national subsidy fund to the purchase of books and apparatus not printed or manufactured by the American Printing House for the Blind at Louisville, Ky., two meetings of the managers of that institution have taken place, one in Louisville, and the other in St. Louis. For reasons relating partly to my work at home and partly to my health, I have not been able to comply with your directions and attend either of them personally; but I have presented the case to both of them by writing, and requested the adoption of a resolution embodying our views.

At the last of these meetings, which was held last August, the matter was discussed, and a special committee was appointed to examine the transactions of the American Printing House, but

the resolution was rejected by a large majority, only three of the trustees voting in its favor.

I herewith submit to you the entire correspondence, and leave it with you to decide as to the further steps to be taken in the matter.

I have the honor to be, gentlemen,
Respectfully yours,

M. ANAGNOS.

CORRESPONDENCE.

PERKINS INSTITUTION
AND MASSACHUSETTS SCHOOL FOR THE BLIND,
SOUTH BOSTON, January 11, 1883.

DEAR SIR, — Please send by freight to this institution the following publications, issued by the American Printing House for the Blind, to be paid out of our quota of the income of the national fund: —

6	copies Grandfather's Chair, by N. Hawthorne,	$21 00
2	" " " " " unbound,	5 00
6	" Thackeray's English Humorists,	21 00
2	" " " " unbound,	5 00
6	" She Stoops to Conquer, etc., Goldsmith,	18 00
2	" " " " " unbound,	4 00
6	" Readings from English History,	21 00
2	" " " " " unbound,	5 00
6	" About Old Story-tellers, by Mitchell,	21 00
2	" " " " " " unbound,	5 00
6	" Chapters from a World of Wonders,	21 00
2	" " " " " unbound,	5 00
6	" Swiss Family Robinson (2 volumes),	42 00
2	" " " " " unbound,	10 00
6	" Perry's Introduction to Political Economy,	42 00
2	" " " " " unbound,	10 00
4	" Gospel of Mark, revised version,	6 00
2	" " " " " unbound,	1 50
2	" Colburn's Mental Arithmetic,	6 00
10	" Classification in Zoölogy and Glossary,	3 50
10	" N. Y. Point Primer,	1 50
	Carried forward,	$274 50

Brought forward,		$274 50
6 copies of each of the five N. Y. Point Readers,		15 00
2 " unbound Picciola (2 volumes),		8 00
		$297 50

Please also order of the Howe Memorial Press the following books, to be paid out of the amount due us under the provisions of the act of congress to promote the education of the blind: —

6 copies	George Eliot's Silas Marner,	$21 00	
10 "	Dickens' Christmas Carol, etc.	30 00	
10 "	Children's Fairy Book,	25 00	
10 "	Whittier's Poems,	30 00	
6 "	Higginson's History of the U. States,	21 00	
5 "	Tennyson's Poems,	15 00	
10 "	Youth's Library, vol. 1st,	12 50	
10 "	" " " 2d,	12 50	
10 "	" " " 3d,	12 50	
10 "	" " " 4th,	12 50	
10 "	" " " 5th,	12 50	
			204 50
			$502 00

I make this requisition of books not included in your own list for the following reasons: —

First. The publications issued by the Howe Memorial Press are superior to those of the American Printing House for the Blind, both in the subject-matter and in mechanical execution and durability, and better adapted to the wants and requirements of our school.

Secondly. They are more legible to the sense of touch, because, according to the testimony of experienced readers, the impression is sharper and clearer.

Thirdly. The price of books published by the Howe Memorial Press is from seventeen to twenty-five per cent., at least, lower

than that charged by the American Printing House for the Blind. In order not to leave the least doubt on this point, I here and now offer to reprint every one of the books on your list in better style than they now are printed, and to furnish them to the various institutions in the country, at a cost of seventeen per cent. less than their present prices. A further discount equal to the amount required for setting type and making electrotyped plates to be made on the second edition of every book after the first one of two hundred copies is exhausted. Add to this the discount of fifteen per cent. below the *actual cost* which the Howe Memorial Press allows to all schools for the blind, and there is a difference of thirty-two per cent., which the blind can ill afford to spare, but which they are forced to lose for no other reason than simply to help in establishing an absorbing and expensive monopoly at Louisville. This statement I am prepared to prove by facts and figures at any time.

Fourthly. It is very important that the blind should have a wider field of embossed publications from which they can select what is best adapted to their wants than is offered to them by your list alone, *provided* they are not compelled to pay higher prices for them. Most of the institutions are so well supplied with the books of your list that they have no further need of them. Yet they are obliged to order them year after year, and to give them away, while they are sadly in need of embossed literature for the use of their pupils.

In view of these facts I make the above requisition, which I hope you will not reject on mere technical grounds. The law authorizes your printing-house to manufacture and "furnish" books and tangible apparatus for the blind at actual cost. By a just interpretation of the law a resolution was adopted two years and a half ago, by which the various institutions in the country were allowed to spend one-fifth of their quota of the income of the national fund for the purchase of embossed publications and apparatus not included in your own list. This

proviso, limited as was the amount, had at least the appearance of fairness, and enabled most of the schools to make a good selection of books. But you succeeded, last summer, in having it repealed, on the mere assertion that the income of the national subsidy, reduced by about fifteen hundred dollars, was not sufficient to cover the expense of the American Printing House. How could this be so? Have you submitted to the trustees an itemized statement of receipts and expenditures, showing how much money was spent for labor, how much for stock, and when and to whom it was paid? Have you given anywhere, and in any tangible form, the data upon which the prices set upon your publications are based? All this is absolutely necessary, since no information whatever on any of these points can be obtained from the annual reports of the American Printing House. The abstracts or summaries therein published are extremely meagre and very general in their character. They contain no details or items. I know of no public institution in the country the financial transactions of which are set forth in so rudimentary and vague a form as are those of your printing-house. This would be a lamentable omission at all times and under any circumstances; but it is particularly so in this case, and I for one must ask its immediate correction.

In closing these remarks permit me to assure you that I have neither the taste nor the inclination to give you the least annoyance, and that I shall be very glad to meet you half-way in any proposal of fair and equitable settlement of the matter. But if you insist upon carrying out a policy of exclusiveness, which is not only unjust but positively detrimental to the vital interests of the blind throughout the country, I shall deem it my imperative duty to submit the case to proper tribunals, leaving the whole of the responsibility with you.

I have the honor to remain, dear sir, truly yours,

M. ANAGNOS.

Mr. B. B. HUNTOON, *Secretary of the American Printing House for the Blind, Louisville, Ky.*

Louisville, January 23, 1883.

Dear Mr. Anagnos, — Enclosed please find invoices of books ordered by you, bill of lading of books from here, draft to pay for books printed in Boston, blank for duplicate bill, and blank receipts, all forwarded without prejudice, and without being considered as establishing a precedent for future action.

I am somewhat at a loss how to answer your letter. Some points in it are well taken. I confess our printed financial statements are meagre; but our reports made to the general government, and the verbal reports made at our annual meetings are so full that it never struck me before that the printed reports might be unsatisfactory, until you called my attention to them.

They have always been in compliance with the law, but it is easy to make them fuller, and I think you will find them so hereafter.

As to what you say about your own work I heartily congratulate you, not only upon your success in raising your printing fund, but also upon the great improvement in the character of the books you have printed. I rejoiced the more because I thought that the result of two well-endowed printing establishments for the blind in this country, rapidly turning out good books for the blind, would be an incalculable good. That gradually, as blind readers increased, and books became more accessible, both institutions and individuals, from their own means, would supplement governmental and other aid.

Pardon me if I cannot see that any person or any institution is the worse off for what we have done in the American Printing House for the Blind.

As to the other remarks in your letter, it seems to me that you mistake your premises, and so err in your conclusions. But, as you once said to me, you and I are not the proper persons to discuss the differences between us.

Wishing you all prosperity in your kindergarten project, and in all your noble undertakings, I am yours truly,

B. B. HUNTOON.

South Boston, February 5, 1883.

Dear Mr. Huntoon, — Your letter of the 23d ultimo, with the enclosed bills, blanks and draft for $204.50 (two hundred and four dollars and fifty cents) was duly received. Please accept my thanks for the same. I herewith return receipted bill in duplicate for the books ordered of the Howe Memorial Press, together with a receipt in duplicate for the amount of $520.05 (five hundred and twenty dollars and five cents) due to this institution for its quota of the income from the national fund for the year ending December 31, 1882.

I am exceedingly sorry to be obliged to say that your reply to my letter of the 11th ultimo leaves the main point entirely unsettled. I mean the question whether an arrangement may be effected whereby the schools for the blind may be enabled, through the American Printing House, to apply a reasonable portion of their share of the income of the government subsidy to the purchase of embossed publications and tangible apparatus not included in your list. I must ask for an explicit answer regarding this point. I am credibly informed by competent exponents of law that such a request can hardly be overruled under existing circumstances by the proper tribunals.

I earnestly hope that you will see the justice of the idea and adopt an equitable policy which will obviate all difficulties. If this be not possible, please then let me know your final conclusion, so that the case may be submitted to those who are competent to judge it upon its merits, and decide it definitely and permanently.

Hoping to hear from you soon, I remain, yours very truly,

M. ANAGNOS.

Mr. B. B. Huntoon, *Secretary American Printing House for the Blind, Louisville, Ky.*

Louisville, February 17, 1883.

Dear Mr. Anagnos. — Your letter enclosing receipts was duly received.

In respect to the demands you make in your letter I can only say that I will lay your letter before our local board at their next meeting.

I may say for myself, personally, that I am in favor of anything that can conduce to the welfare of the American Printing House, and I presume you would not ask anything against its interests.

There are many things in our work here that I think you do not fully understand; but I fear that any effort on my part to explain them might increase the difficulty instead of obviating it.

I trust, however, to time, and your wise forbearance, to make things clear that now seem obscure.

Yours very truly, B. B. HUNTOON.

South Boston, August 14, 1883.

Gentlemen, — At a meeting of the trustees of this institution, at which nine out of the twelve members of the board were present, the enclosed correspondence between Mr. B. B. Huntoon and myself was submitted and read, and the following vote was thereupon unanimously passed: —

"*Voted*, That the director be authorized to attend the meeting of the trustees of the American Printing House for the Blind at Louisville, Kentucky, and be invested with full powers to pursue such a course as he may deem necessary for the settlement of the matter of applying a portion of the income of the national fund to the purchase of embossed publications and tangible apparatus not included in the catalogue of said American Printing House for the Blind."

In compliance with this vote it was my intention to attend your meeting and submit the matter for a fair settlement. But for reasons relating to my health it is not prudent for me to take a trip to Louisville in the heat of the summer. I there-

fore write to request your consideration and action upon the enclosed draft of a resolution, marked No. 2.

The arguments in favor of the adoption of such a resolution are so fully stated in my letters to Mr. Huntoon that it is scarcely necessary for me to say anything further on the subject.

I have the honor to be, gentlemen, respectfully yours,

M. ANAGNOS.

To the Trustees of the American Printing House for the Blind, Louisville, Ky.

[No. 2.]

FORM OF RESOLUTION.

Resolved, That requisitions may be made for embossed books or tangible apparatus not printed or constructed by the American Printing House for the Blind, by any institution, not exceeding twenty-five per cent. of its money quota of the income of the subsidy fund.

Submitted by M. Anagnos.

SOUTH BOSTON, August 14, 1883.

DEAR MR. HUNTOON, — As I do not feel able to be present at the annual meeting of the trustees of the American Printing House for the Blind, will you be so kind as to submit to them the enclosed communication, together with the accompanying draft of a resolution, and the copies of our correspondence?

Please return the latter to me after the meeting and oblige,

Yours truly. M. ANAGNOS.

B. B. HUNTOON, ESQ., *Secretary, etc., etc., Louisville, Ky.*

LOUISVILLE, August 24, 1883.

DEAR MR. ANAGNOS, — I return herewith the copy of our correspondence, and the resolution you sent me.

The Board met on the 22d, but as only two states were represented there was no business done except the formal reëlection of officers, which is all that is usually done at the annual meeting here. Your papers were read to the board, but their consideration was postponed till the meeting next year in St. Louis.

I am sorry that your health did not permit you to pay us a visit. We would have been glad to have met you, and think you would enjoy seeing our improvements and our great exposition.

Yours very truly, B. B. HUNTOON.

South Boston, August 13, 1884.

To the Trustees of the American Printing House for the Blind.

Gentlemen, — Permit me to submit to your consideration the enclosed correspondence, which speaks sufficiently for the subject of which it treats without any further comment on my part, and to request your action on the form of the resolution which is marked No. 2.

I have the honor to remain, gentlemen, respectfully yours,

M. ANAGNOS.

ACKNOWLEDGMENTS.

Among the pleasant duties incident to the close of the year is that of expressing our heartfelt thanks and grateful acknowledgments to the following artists, *littérateurs*, societies, proprietors, managers, editors and publishers, for concerts and various musical entertainments; for operas, oratorios, lectures, readings, and for an excellent supply of periodicals and weekly papers, minerals and specimens of various kinds.

As I have said in previous reports, these favors are not only a source of pleasure and happiness to our pupils, but also a valuable means of æsthetic culture, of social intercourse, and of mental stimulus and improvement. So far as we know, there is no community in the world which does half so much for the gratification and improvement of its unfortunate members as that of Boston does for our pupils.

I. — Acknowledgments for Concerts and Operas in the City.

To Mr. Henry Lee Higginson we are under great and continued obligations for twenty season tickets to the public rehearsals and twelve season tickets to his series of twenty-four symphony concerts.

To Messrs. Tompkins and Hill, proprietors of the Boston Theatre, for admission of unlimited numbers to three operas.

To the late Mr. George H. Tyler, manager of the Bijou Theatre, for admission to one operetta.

To the Händel and Haydn Society, through Mr. E. B. Hagar, secretary, for tickets to two oratorios and one public rehearsal.

To the Cecilia Society, through Mr. Charles W. Stone, secretary, twenty, twenty-four and thirty-two tickets to each of three concerts. To Mr. C. C. Perkins, for four tickets to these concerts.

To the Boylston Club, through its secretary, Mr. F. H. Radcliffe, eight tickets to each of four concerts.

To the Apollo Club, through Mr. Arthur Reed, secretary, six tickets to each of six concerts.

To the president of the Euterpe Society, Mr. C. C. Perkins, an average of six tickets to each of three concerts.

To Mr. L. C. Bailey, for an average of twenty-six tickets to the three vocal recitals given by Mr. and Mrs. Henschel.

To Mr. Arthur Foote, for twenty-three season tickets to his three concerts.

To Mr. Ernst Perabo, for ten tickets to his concert.

To Mr. H. G. Tucker, for six tickets to one concert.

To Mr. Albert F. Conant, for ten tickets to one concert.

To Miss Emma DeWitt, for fifteen tickets to one piano recital.

To Miss Etta W. Parker, for fifteen tickets to one concert.

To Dr. Eben Tourjée of the N. E. Conservatory, for tickets to various entertainments given by the society.

To Mr. L. B. Marsh, for twelve season tickets to six organ recitals by Mr. George E. Whiting, in Tremont Temple.

To Mr. G. A. Foxcroft, for a generous invitation to the entertainments in the Star lecture course at the Tremont Temple.

To the Maritime Provincial Association, through its president, Mr. S. J. Peters, for thirty-seven tickets to a musical and literary entertainment.

To Dr. L. D. Packard, for twenty tickets to a concert in the Broadway M. E. Church.

To Mr. O. T. Taylor, for eight tickets to the same.

To Mr. F. Smith, for twenty tickets to a concert by his choir.

To Mr. Philip Elton's S. S. class, for admission to an entertainment in the M. E. Church.

To Rev. J. J. Lewis, for a general invitation to all entertainments held in the Broadway Universalist Church.

II. — Acknowledgments for Concerts given in our Hall.

For a series of recitals and concerts given from time to time in the music hall of the institution, we are greatly indebted to the following artists: —

To Mr. and Mrs. William H. Sherwood, assisted by his pupil, Miss Jenny Brown, pianist, and Miss Marion Osgood, violinist, for two concerts.

To Mr. John Orth, assisted by Miss Clara Nichols, and Mr. C. F. Weber, vocalist, one concert.

To Miss Culbertson, assisted by Mr. Noyes, pupils of Mr. Wm. H. Sherwood, one concert.

To Mrs. V. A. Howe, assisted by Mrs. E. C. Fenderson, Mrs. Stackpole, Miss L. B. Langley, Miss A. P. Emery, Miss Daisy Tighe, and Dr. Fenderson, reader.

To Miss McKissick, for a vocal concert.

III. — Acknowledgments for Lectures and other Entertainments.

For various lectures, readings and other entertainments, our thanks are due to the following friends: Mr. Philip Boune of Brooklyn, N. Y., Capt. S. C. Wright, Mr. S. L. Pierce, and Rev. Brooke Herford.

To Mrs. John C. Phillips, for a series of readings, given at her expense by a professional reader, in both the departments of the school.

To the managers of both the New England Institute and foreign fairs, for admitting large numbers to an afternoon entertainment at each; and to Mr. R. M. Chase, for giving the smallest members of the school a similar pleasure at the Institute fair.

IV. — Acknowledgments for Books, Minerals, Specimens, etc.

For various books, specimens, curiosities, etc., we are indebted to the following friends: Miss Abbie Alger; Mary M. Davidson, Kansas; Mrs. W. C. Wendte; Miss Fanny Eliza Webster; Dr. T. R. Armitage, London; Mr. Charles Fisher; Rev. T. M. Miles; Capt. Robert B. Forbes, Milton; Mr. Morrison Heady, Mr. William C. Howes, C. A. W. Howland, Mrs. Pond, The Society for providing Religious Literature for the Blind, The U. S. National Museum, and The U. S. Agricultural Department.

The donations of Capt. Forbes included the model of a schooner, 26 inches long, made and fitted up by his own hands.

V. — Acknowledgments for Periodicals and Newspapers.

The editors and publishers of the following reviews, magazines, and semi-monthly and weekly papers continue to be very kind and liberal in sending us their publications gratuitously,

which are always cordially welcomed, and perused with interest: —

The N. E Journal of Education,	*Boston, Mass.*
The Atlantic,	" "
Boston Home Journal,	" "
Youth's Companion,	" "
The Christian,	" "
The Christian Register,	" "
The Musical Record,	" "
The Musical Herald,	" "
The Folio,	" "
Littell's Living Age,	" "
Unitarian Review,	" "
The Watchman,	" "
The Golden Rule,	" "
Zion's Herald,	" "
The Missionary Herald,	" "
The Salem Register,	*Salem, Mass.*
The Century,	*New York, N. Y.*
St. Nicholas,	" "
The Journal of Speculative Philosophy,	" "
Church's Musical Journal,	*Cincinnati, O.*
Goodson Gazette,	*Va. Inst. for Deaf-Mutes and Blind.*
Tablet,	*West Va.* " " " "
Companion,	*Minnesota Institute for Deaf-Mutes.*
Il Mentore dei Ciechi,	*Florence, Italy.*

I desire again to render the most hearty thanks, in behalf of all our pupils, to the kind friends who have thus nobly remembered them. The seeds which their friendly and generous attentions have sown have fallen on no barren ground, but will continue to bear fruit in after years; and the memory of many of these delightful and instructive occasions and valuable gifts will be retained through life.

M. ANAGNOS.

General Statement of Receipts and Disbursements by the Treasurer of the Perkins Institution and Massachusetts School for the Blind, for the Year ending Sept. 30, 1884.

I. — Income.			I. — Expenses.		
State of Massachusetts annual appropriation,	$30,000 00		Maintenance,	$41,916 12	
Board and tuition, State of Maine,	4,225 00		Repairs,	8,251 96	
" " " of New Hampshire,	3,400 00		Expense of workshop,	712 46	
" " " of Vermont,	1,800 00		Rent of safe,	60 00	
" " " of Rhode Island,	4,201 45		Board of blind man,	176 73	
" " " of Connecticut,	4,675 00		Expenses of boys' shop,	6 04	
" " private pupils,	642 12		Legal services,	150 00	
		$48,943 57	Expenses of printing office,	3,452 23	
Tuning,		909 93	Rent of office,	250 00	
Admission fees,		85 30			$54,975 54
Sundry small items,		188 57	Harris beneficiaries,		787 50
Interest on mortgage notes,		9,983 17	Taxes and insurance on houses yielding income,		158 43
" on corporation notes, South Boston Railroad,	$618 75		Rebatement of interest on notes paid,		119 45
" " " Boott Cotton Mills,	320 83				
" " " Children's Aid Society,	1 00		II. — Investments.		
		940 58			
" on balances N. E. T. Co.,		301 39	Building 4 houses on Fifth street,		13,796 97
" on Ottawa & Burlington Railroad Bonds,	$300 00		Mortgage notes,	$26,000 00	
" on Kansas City & Council Bluffs Bonds,	349 68		Chicago, Burlington & Quincy Railroad, 60 shares,	7,650 00	
" on Boston & Lowell Bonds,	50 00		" " " instalments,	240 00	
" on Chicago, Burlington & Quincy Bonds,	1,080 00				33,890 00
" on Eastern Bonds,	120 00		Balance Sept. 30, 1884, —		
" Chicago, Milwaukee & St Paul Bonds,	299 75		Cash in N. E. Trust Co.,	$21,156 55	
		2,199 43	Less amount due M. Anagnos, Director,	487 86	
Dividends on stock, —					20,668 69
Boston & Providence Railroad,	$240 00				
Fitchburg Railroad,	275 00				
Chicago, Burlington & Quincy Railroad,	360 00				
		875 00			
Rents, house 11 Oxford street, net,	$629 84				
" 3 houses on Fifth street, 1 month,	90 00				
		719 84			
Sale of books in raised print,		404 66			
		$65,551 44			

II. — Receipts, Exclusive of Income.

Legacy, Eunice M. Gridley,		$7,409 35	
Donations, General Fund,		310 00	
" Kindergarten Fund,		16,998 32	
			$24,717 67
Notes collected,			32,500 00
Cash in N. E. Trust Co., Oct. 1, 1883,		$2,748 08	
" less amount due M. Anagnos, Director,		1,120 61	
			1,627 47
			$124,396 58

III. — Collections.

	$124,396 58

ANALYSIS OF THE MAINTENANCE ACCOUNT.

Meat, 26,026 lbs.,	$3,008 72
Fish, 4,056 lbs.,	199 86
Butter, 5,170 lbs.,	1,597 91
Rice, sago, etc.,	22 56
Bread, flour and meal,	1,477 56
Potatoes and other vegetables,	748 69
Fruit,	304 49
Milk, 25,520 qts.,	1,502 98
Sugar, 7,728 lbs.,	593 27
Tea and coffee, 463 lbs.,	169 67
Groceries,	732 71
Gas and oil,	482 02
Coal and wood,	2,415 23
Sundry articles of consumption,	334 10
Wages and domestic service,	4,189 05
Salaries, superintendence and instruction,	16,301 69
Outside aid,	251 63
Medicine and medical aid,	34 65
Furniture and bedding,	1,352 73
Clothing and mending,	56 04
Stable,	171 57
Musical instruments,	1,975 06
Books, stationery, etc.,	1,153 48
Construction and repairs,	1,025 88
Water taxes and insurance,	1,509 24
Travelling expenses,	65 66
Bills to be refunded,	186 94
Sundries,	52 73
	$41,916 12

EXPENSES OF THE PRINTING DEPARTMENT.

Labor,	$1,306 02
Stock,	575 52
Electrotyping,	676 98
Binding,	540 35
Type,	175 63
Machinery (repairs),	83 36
Insurance,	60 00
Cleaning, gas, etc.,	34 37
	$3,452 23

WORK DEPARTMENT, Oct. 1, 1884.

Statement.

Expenditures during the year ending Sept. 30, 1884.

Salaries and wages to blind people,	$3,599 58	
" " to seeing people,	2,381 20	
Sundries for stock, rent, etc.,	10,640 72	
		$16,621 50

Receipts.

Cash received during the year for sales, rents, etc.,	15,909 04
	$712 46

Stock and Debts Due.

Stock, Oct. 1, 1883,		$7,276 51	
" Oct. 1, 1884,	$5,217 34		
Debts due,	2,004 67		
		7,222 01	
			54 50
Cost of carrying on the work department during the year,			$766 96

The following account exhibits the state of the property as embraced in the treasurer's books, September 30, 1884.

Real Estate yielding Income.		
House No. 11 Oxford street, . . .	$5,500 00	
Three houses on 5th street, South Boston,	11,472 73	
		$16,972 73
Real estate used for school purposes, . . .		243,824 24
Unimproved land in South Boston, . . .		8,500 00
Mortgage notes, ...		196,000 00
South Boston Horse R.R. Co., note, . . .		7,500 00
Railroad Stock.		
Boston and Providence Railroad, 30 shares, value, ...	$4,920 00	
Fitchburg Railroad, 50 shares, value, .	5,600 00	
Chicago, Burlington & Quincy R R., 60 shares, value, ...	7,200 00	
		17,720 00
Railroad Bonds.		
Eastern Railroad Co. 6s, 2 at $500 each, value, $1,140, ...	$4,560 00	
Eastern Railroad Co. 6s, 3 at $1,000 each, value, $3 420, . . .		
Boston & Lowell Railroad Co. 6s, 1 at $1,000, value, ...	1,150 00	
Chicago, Burlington & Quincy R.R. Co. 4s, 27 at $1,000, value, . . .	24,300 00	
Chicago, Milwaukee & St. Paul R.R. Co., Dubuque Division, 6s, 5 at $1,000 val.,	5,250 00	
Ottawa & Burlington R.R. Co. 6s, 5 at $1,000 value, ...	5,300 00	
Kansas City, St. Joseph & Council Bluffs Railroad Co. 7s, 5 at $1,000 value, .	5,850 00	
		46,410 00
Cash (less amount due M. Anagnos, Director), ...		20,668 69
Household furniture, ...		16,320 00
Provisions and supplies, ...		890 66
Wood and coal, ...		2,718 00
Work department.—Stock and debts for same, ...		7,222 01
Amount carried forward, . . .		$584,746 33

Amount brought forward,		$584,746 33
Musical instruments and books,		17,885 00
Printing: stock and machinery,	$1,800 00	
Books and maps,	8 500 00	
Stereotype plates,	5,000 00	
		15,300 00
School furniture and apparatus,		7,700 00
Library,		9,900 00
Boys' shop,		79 80
Stable and tools,		988 75
		$636,599 88

The foregoing property represents the following funds and balances, and is answerable for the same.

General fund, investments,	$102,632 73	
Cash,	799 19	
Harris fund, investments,	74,720 00	
Printing " "	107,250 00	
Kindergarten fund, cash,	19,869 50	
		$305,271 42
Buildings, unimproved real estate and personal property in use for the school,		331,328 46
		$636,599 88

KINDERGARTEN FUND.

List of Contributors.

Amount acknowledged in the last report. . .	$2,855 00
Estate of Moses Day, ...	1,000 00
Miss Lucy H. Simonds, ...	10 00
Rev. A. F. Washburn, ...	10 00
Mrs. ——	5 00
Miss Clara B. Rogers, ...	3 00
Edward A. Freeman, ...	25
John Lart, ...	25
A Friend, ...	50
Two Friends, ...	2 00
Mrs. Dr. Freeman, ...	1 00
F. Freeman, ...	1 00
Walker Children, ...	1 00
A Friend to the Good Cause, . . .	25 00
Joseph C. Tolman, Hanover, Mass., . . .	800 00
Little Children from Newburyport, . . .	39 00
Mrs. I. D. Harrington, ...	5 00
Miss Sarah B. Fay, ...	500 00
Lawrence Model Lodging House Fund. . . .	500 00
Mrs. J. H. Wolcott (second subscription), . .	300 00
Miss Anne Wigglesworth, ...	250 00
Mrs. Jeffrey Richardson, ...	200 00
Mrs. Susie J. Loring, ...	200 00
R. J. Fellows, New Haven, Conn., . . .	100 00
Amount carried forward, ...	$6,808 00

Amount brought forward,	$6,808 00
Mrs. J. T. Coolidge,	100 00
Miss Edith Rotch,	100 00
T. A. W.,	100 00
Harwood and Quincy,	100 00
Miss Abby W. May,	100 00
Mrs. Horace Gray,	100 00
George W. Wales,	100 00
Mrs. Virginia A. Howe (proceeds of concert),	75 25
Miss Anne L. Rotch,	50 00
Miss A. C. Lowell,	50 00
Dr. S. Cabot,	50 00
Mrs. Wilkins Warren,	50 00
Mrs. Eleanor Bennett, Billerica,	50 00
Edward Lawrence, Charlestown,	50 00
Miss Abby W. Turner,	50 00
Miss Alice M. Turner,	50 00
Miss Ellen J. Turner,	50 00
Mrs. Isaac Sweetser,	50 00
Mrs. B. S. Rotch,	50 00
Miss M. A. Wales,	50 00
Mrs. D. Merriam,	50 00
Dr. J. W. Burton and Friends, Flushing, N. Y.,	50 00
Mount Everett Social and Dramatic Club,	50 00
Abbott Lawrence Lowell (second donation),	50 00
Dahlgren Post No. 2, South Boston,	50 00
Mrs. Julia B. H. James,	50 00
Mrs. Sarah M Chickering,	50 00
A Friend,	40 00
Rev. Fred'k Frothingham, Milton,	30 00
C. J. White, Cambridge,	30 00
Mrs. Elisha Atkins,	30 00
E. R. Welch,	25 00
Amount carried forward,	$8,688 25

Amount brought forward,	$8,688 25
F. P. Sprague,	25 00
Miss Laura Norcross,	25 00
Dr. F. Minot (second donation),	25 00
Presbyterian Church, South Boston,	25 00
F. W. Mackay,	25 00
Mrs. Phebe A. Hearst,	25 00
Miss Clara E. Sears,	20 00
Mrs. G. G. Lowell,	20 00
Miss Mary Larmon,	20 00
Mrs. James Freeman Clarke,	20 00
Bellingham Sunday School, Chelsea,	19 72
Employés in Photo-Electric Company,	17 20
Mrs. Wells,	10 00
Master Sumner Crosby,	10 00
Mr. and Mrs. Albert Lowe, Clinton,	10 00
Miss Sarah A. Rollins,	10 00
Mrs. G. W. Hammond,	10 00
Ladies' Society, South Brookfield,	10 00
Henry M. Rogers,	10 00
Mrs. T. A. Davis,	10 00
Boston Type Foundry,	10 00
J. B. T.,	10 00
H. K. Morrell, Gardiner, Maine,	10 00
Little Helpers, Unitarian S. S., Medfield,	9 64
Miss Sophia A. Baden,	5 00
Employés in Workshop of Inst. for the Blind,	5 00
Mrs J. C. Gray,	5 00
William E. DeWitt,	5 00
W. H Reynolds,	3 00
Mrs. Hoyt,	3 00
Ellie and Walter Capron,	1 00
Willard B. Vose,	1 00
Amount carried forward,	$9,102 81

Amount brought forward,	$9,102 81
Miss Lucy T. Soule,	1 00
A Friend,	1 00
Cash,	1 00
Cottage Place Kindergarten,	41
Master D. W. Merriam,	25
Proceeds of the Girls' Fair at South Boston,	2,050 35
James Coats, Providence, R. I.,	500 00
A Friend,	500 00
Miss Mary Anne Wales (second donation),	250 00
Mrs. J. E. Lodge,	200 00
A Friend,	200 00
Miss Minna B. Hall, proceeds of concert in Longwood,	176 00
C. A. Curtis,	100 00
W.,	100 00
J. H. Carter, Roxbury,	100 00
Otis E. Weld,	100 00
C. W. Amory,	100 00
J. B. Glover,	100 00
The Misses C.,	100 00
Mrs. G. Brooks,	100 00
E. Francis Parker,	100 00
Mrs. Freeman Cobb, proceeds of concert,	75 00
James Lawrence,	50 00
B. Schlesinger,	50 00
Mrs. B. S. Rotch (second donation),	50 00
Mrs. C. B. Stewart,	50 00
Charles T. White,	50 00
Albert Glover,	50 00
Employés Boston Type Foundry,	30 35
Mrs. P. H. Sears,	25 00
Mrs. F. G. Dexter,	25 00
Amount carried forward,	$14,338 17

Amount brought forward,	$14,338 17
J. L. Emmons,	25 00
Crosbie Street S. School, Salem,	25 00
Sara B. Alden,	25 00
Henry F. Spencer,	25 00
In answer to Laura Bridgman's Appeal,	20 00
Cash,	20 00
Proceeds of play, "William Tell,"	16 75
Children of St. John's Church S. School, Sandy Hook, Conn.,	15 40
Proceeds of concert in Allston,	15 20
A Friend,	15 00
First Parish Sunday School, East Bridgewater,	13 00
Sunday School, Church of the Messiah, Chicago, Ill.,	12 50
Miss Sears,	10 00
S. M. Stewart,	10 00
Mrs. Otis Norcross, Jr.,	10 00
St. Peter's Sunday School, Beverly,	10 00
Through Laura Bridgman,	8 00
Sixth Class, Agassiz School, Cambridge,	6 12
H. C. Whitcomb,	5 90
Mrs. E. E. F. Field, Milton,	5 00
Mrs. Sarah M. Chickering (second donation),	5 00
Mrs. ——	5 00
M. C.,	5 00
Miss Mandor,	5 00
Bridgewater Unitarian Sunday School,	4 00
Rev. Mr. Wright,	3 50
Philadelphia,	3 00
Master James S. Davis, Dorchester,	2 00
Miss Pinkham's Class, Dr. Briggs's Church, Cambridgeport,	2 00
A Friend in Norwood,	2 00
Amount carried forward,	$14,667 54

Amount brought forward,	$11,667 54
Cape Cod Item,	1 00
A Friend,	1 00
Cash,	1 00
D. D. Tappan,	1 00
Laura Bridgman,	1 00
Miss Ida M. Mason,	1,000 00
Miss Nancy Brackett,	200 00
Mrs. James Greenleaf, Cambridge,	200 00
Mrs. William Appleton,	200 00
Hyde Park, through Miss Florence E. Leadbetter,	130 00
Ruth N. Pearson and Minnie M. Graves, Charlestown, proceeds of Fair,	120 00
Dr. and Mrs. C. E. Ware,	100 00
Mrs. Isaac Sweetser (second donation),	100 00
Mrs. Frances A. Gill,	100 00
Mrs. Mary E. Pierson, Windsor, Conn.,	100 00
Moses Hunt, Charlestown,	100 00
Proceeds of Concert in Bridgewater,	100 00
Miss Anne Wigglesworth (second donation),	100 00
Proceeds of Concert in Charlestown,	74 00
Young People's Society of Christian Endeavor, Phillips Church, South Boston,	72 22
"Never too late to mend" Sewing Circle,	50 50
Mrs. J. H. Thorndike (second donation),	50 00
Back Bay Theatre Co.,	50 00
Mrs. F. A. Brooks,	50 00
Miss S. G. Littell,	50 00
Through Mr. and Mrs. B. T. Johnson, Middleborough,	37 33
Dr. Rufus Ellis's Sunday School,	31 00
Miss M. L. Ware,	25 00
C. M. L.,	25 00
Amount carried forward,	$17,737 59

Amount brought forward,	$17,737 59
Miss Ellen M. Jones,	25 00
Mrs. L. M. Hall,	25 00
Charles H. Stearns,	25 00
Mrs. Constantine V. Hutchins,	15 00
Mrs. Robert Swan,	10 00
Miss G. Lowell,	10 00
Mrs. C. C. Chadwick,	10 00
Mr. and Mrs. W. T. Piper, Cambridge,	10 00
Robert B. and Mary G. Stone,	10 00
Friends, through Miss L.,	10 00
A. A. H., St. Paul, Minn.,	10 00
Miss M.,	10 00
Through Mrs. George A. Mitchell, Hyde Park.	10 00
Mr. and Mrs. Hamilton Morehead, Marshfield,	10 00
Mary E. Piper,	5 00
E. J. Langley,	5 00
W. Y. Gross,	5 00
Lady, by E. R. Hall,	5 00
Mrs. Frances H. Gray,	5 00
Mrs. L. C. Goodwin,	5 00
Miss S. G. Fisher,	5 00
Mrs. D. N. Richards,	5 00
Nettie M. Bartlett, West Gardiner,	5 10
Entertainment by little boys of Perkins Institution,	4 50
Sunday School, Dr. Rufus Ellis's Church (additional),	2 75
Anonymous,	2 50
Children's Fair, Bridgewater.	2 00
Bessie Elliot and Bertha March, Cambridge, proceeds of sale,	2 00
Entertainment by little girls of Perkins Institution,	1 66
Through Laura Bridgman,	1 00
Amount carried forward,	$17,989 10

Amount brought forward,	$17,989 1
Anonymous,	1 00
Through Miss A.,	1 00
Hiram A. Wright, Roxbury,	1 00
Through Fannie E. Jackson,	50
Mrs. Mary L. Brown,	50
Sale of Kindergarten work,	50
Cash,	50
T. Jefferson Coolidge,	50 00
Miss Minna Wesselhoeft,	5 00
Ladies' Unitarian Domestic Missionary Society, Portsmouth, N. H.,	25 00
Miss Isabel Merry, Newark, New Jersey,	5 00
Mrs. Henry Sigourney, Boston,	100 00
C. M. Kettell, Boston,	5 00
Children in Lowell,	5 00
Florence Sunday School, by Miss Elder,	11 25
Miss Martha Carter, Boston,	1 00
H. L., Charlestown,	2 00
Helping Hands Society, by Carrie T. Foster,	20 00
Mrs. S. K. Burgess, Boston,	10 00
Mrs. E. K. Storrs, Boston,	10 00
Faust Social Club, F. M. Dean,	10 70
Miss C. E. Jenks,	5 00
Proceeds of Dr. H. P. Bowditch's children's fair, Jamaica Plain,	44 27
G. A. White,	50 00
Mrs. Sarah A. Gill, Worcester,	500 00
Dr John H. Dix,	1,000 00
	$19,853 32

Additional Contributions.

P. S. — Since the 30th of September, when the annual accounts of the treasurer were closed, to the 1st of December last, the following contributions were received by him : —

Amount acknowledged in the foregoing pages,	$19,853 32
Unitarian Sunday School, New Bedford,	23 00
Warrenton Chapel Kindergarten,	3 41
Unitarian Sunday School, Dorchester,	39 03
Mrs. Ferguson, proceeds of concert in Dorchester,	100 00
Mrs. Helen B. Carter, proceeds of sale, West Newton,	108 00
Children of Wellesley Hills Primary School,	2 00
Pupils of Miss Sampson's Private School, Boylston Chapel.	9 00
Miss Mary Brackett's infant class in Dr. Ellis's Church,	9 25
Poor children on Albany Street,	50
Fair held by four little girls, 6 North Avenue, Cambridge,	51 41
Eliza Blodgett and Helen Patterson, St. Johnsbury, Vermont,	2 00
Nimble Fingers Society, Dorchester,	20 00
Entertainment by five little girls in Newtonville,	1 50
E. W. S.,	1 00
Little lame boy in Hartford, Conn.,	50
Guests of Lancaster House, through C. H. Prescott,	8 00
Sunday School class, Litchfield, Conn.,	5 00
Through Martin H. Smith,	4 75
Unitarian Sunday School, Lexington,	10 00
Little lame girl in Hartford, Conn.,	28
Amount carried forward,	$20,251 95

Amount brought forward, ...	$20,251 95
Proceeds of fair in Swampscott by Blanche Loring and Susie Hastings, ...	110 00
Eustis P. Morgan, Saco, Me., ...	10 00
Mrs. M. C. Charles, Melrose, ...	25 00
Cash, ...	25
Miss C. F. F., ...	20 00
Lindanna Maxfield, ...	1 16
Lady from Sandwich, through Fannie Jackson, .	2 50
Sale of materials, ...	2 00
Proceeds of concert at South Abington, . .	11 88
Dennis A. Reardon, ...	30 00
Fair in Cambridgeport by Bessie Elliot, Bertha March, Marion R. Brooks, and Alice Elliot, .	34 00
Proceeds of fair, through Mrs. J. Huntington Wolcott, ...	4,602 89
Mrs. John Lowell, ...	50 00
Miss Lucy Lowell, ...	50 00
	$25,231 63

LIST OF EMBOSSED BOOKS,

Printed at the Perkins Institution and Massachusetts School for the Blind.

TITLE OF BOOK.	No. of Volumes.	Price per Volume.
Howe's Cyclopædia,	8	$4 00
Baxter's Call,	1	2 50
Book of Proverbs,	1	2 00
Book of Psalms,	1	3 00
New Testament,	4	2 50
Book of Common Prayer,	1	4 00
Hymns for the Blind,	1	2 00
Pilgrim's Progress,	1	4 00
Life of Melanchthon,	1	1 00
Natural Theology,	1	4 00
Combe's Constitution of Man,	1	4 00
Selections from the Works of Swedenborg,	1	–
Second Table of Logarithms,	1	3 00
Philosophy of Natural History,	1	3 00
"Life and her Children," or a Reader of Natural History,	1	3 00
Huxley's Science Primers, Introductory,	1	2 00
Memoir of Dr. Samuel G. Howe,	1	3 00
Cutter's Anatomy, Physiology and Hygiene,	1	3 00
Viri Romæ, new edition with additions,	1	2 00
Musical Characters used by the seeing,	1	35
Key to Braille's Musical Notation,	1	35
Guyot's Geography,	1	4 00
Scribner's Geographical Reader,	1	2 50
Dickens's Child's History of England,	2	3 00
Anderson's History of the United States,	1	2 50
Higginson's Young Folks' History of the United States,	1	3 50
Schmitz's History of Greece,	1	3 00
Schmitz's History of Rome,	1	2 50
Freeman's History of Europe,	1	2 50
An Account of the Most Celebrated Diamonds,	1	50
Extracts from British and American Literature,	2	3 00
American Prose,	2	3 00
Hawthorne's Tanglewood Tales,	2	2 00
Dickens's Old Curiosity Shop,	3	4 00
Dickens's Christmas Carol, with extracts from Pickwick,	1	3 00
The Last Days of Pompeii, by Edward Bulwer Lytton,	3	3 00
Goldsmith's Vicar of Wakefield,	1	3 00
George Eliot's Silas Marner,	1	3 50
Biographical Sketch of George Eliot,	1	25

List of Embossed Books — *Continued.*

TITLE OF BOOK.	No. of Volumes.	Price per Volume
Milton's Paradise Lost,	2	$3 00
Pope's Essay on Man and other Poems,	1	2 50
Shakespeare's Hamlet and Julius Cæsar,	1	4 00
Scott's Lay of the Last Minstrel and 37 other Poems,	1	3 00
Byron's Hebrew Melodies and Childe Harold,	1	3 00
Poetry of Byron, selected by Matthew Arnold,	1	3 00
Tennyson's In Memoriam and other Poems,	1	3 00
Longfellow's Evangeline,	1	2 00
Longfellow's Evangeline and other Poems,	1	3 00
Whittier's Poems,	1	3 00
Lowell's Poems,	1	3 00
Bryant's Poems,	1	3 00
Longfellow's Birthday, by J. R. Anagnos,	1	25
Constitution of the United States,	1	40
Biographical Sketches of Distinguished Persons,	1	3 00
Commemoration Ode, by H. W. Stratton,	1	10
Juvenile Books.		
Script and point alphabet sheets per hundred,	–	5 00
An Eclectic Primer,	1	40
Child's First Book,	1	40
Child's Second Book,	1	40
Child's Third Book,	1	40
Child's Fourth Book,	1	40
Child's Fifth Book,	1	40
Child's Sixth Book,	1	40
Child's Seventh Book,	1	40
Youth's Library, vol. 1st,	1	1 25
Youth's Library, vol. 2d,	1	1 25
Youth's Library, vol. 3d,	1	1 25
Youth's Library, vol. 4th,	1	1 25
Youth's Library, vol. 5th,	1	1 25
Youth's Library, vol. 6th,	1	1 25
Youth's Library, vol 7th,	1	1 25
Youth's Library, vol. 8th,	1	1 25
Children's Fairy Book, by M. Anagnos,	1	2 50
Andersen's Stories and Tales,	1	3 00
Eliot's Six Arabian Nights,	1	3 00
Lodge's Twelve Popular Tales,	1	2 00
Bible Stories in Bible language, by Emilie Poulsson,	1	3 50

N. B. The prices in the above list are set down per volume, not per set.

LIST OF APPLIANCES AND TANGIBLE APPARATUS,

Made at the Perkins Institution and Massachusetts School for the Blind.

Geography.

I. — *Wall-Maps.*

1. The Hemispheres,	size,	42 by 52	inches.
2. United States, Mexico and Canada,	"	"	"
3. North America,	"	"	"
4. South America,	"	"	"
5. Europe,	"	"	"
6. Asia,	"	"	"
7. Africa,	"	"	"
8. The World on Mercator's Projection,	"	"	"

Each $35. or the set, $280.

II. — *Dissected Maps.*

1. Eastern Hemisphere,	size,	30 by 36	inches.
2. Western Hemisphere,	"	"	"
3. North America,	"	"	"
4. United States,	"	"	"
5. South America,	"	"	"
6. Europe,	"	"	"
7. Asia,	"	"	"
8. Africa,	"	"	"

Each $23, or the set, $184.

These maps are considered, in point of workmanship, accuracy and distinctness of outline, durability and beauty, far superior to all thus far made in Europe or in this country.

"The New England Journal of Education" says, "They are very strong, present a fine, bright surface, and are an ornament to any school-room."

III. — *Pin-Maps.*

Cushions for pin-maps and diagrams, . . .	each,	$0 75

Arithmetic.

Ciphering-boards made of brass strips, nickel-plated, ...	each,	$1 25
Ciphering-types, nickel-plated, per hundred, .	"	1 00

Writing.

Grooved writing-cards, ...	each,	$0 05
Braille tablets, with metallic bed, . . .	"	1 50
Braille French tablets, with cloth bed, . . .	"	1 00
Braille new tablets, with cloth bed, . . .	"	1 00
Braille Daisy tablets, ...	"	5 00

TERMS OF ADMISSION.

"Candidates for admission must be over nine and under nineteen years of age, and none others shall be admitted." — *Extract from the by-laws.*

Blind children and youth between the ages above prescribed and of sound mind and good moral character, can be admitted to the school by paying $300 per annum. Those among them who belong to the state of Massachusetts and whose parents or guardians are not able to pay the whole or a portion of this sum, can be admitted gratuitously by application to the governor for a warrant.

The following is a good form, though any other will do: —

"*To His Excellency the Governor.*

"Sir, — My son (or daughter, or nephew, or niece, as the case may be), named ——, and aged ——, cannot be instructed in the common schools, for want of sight. I am unable to pay for the tuition at the Perkins Institution and Massachusetts School for the Blind, and I request that your Excellency will give a warrant for free admission.

Very respectfully, —— ——."

The application may be made by any relation or friend, if the parents are dead or absent.

It should be accompanied by a certificate, signed by some regular physician, in this form: —

"I certify that, in my opinion, —— —— has not sufficient vision to be taught in common schools; and that he is free from epilepsy, and from any contagious disease.

(Signed) —— ——."

These papers should be done up together, and forwarded to the DIRECTOR OF THE INSTITUTION FOR THE BLIND, *South Boston, Mass.*

Blind children and youth residing in Maine, New Hampshire, Vermont, Connecticut and Rhode Island, by applying as above to the governor, or the "Secretary of State," in their respective states, can obtain warrants for free admission.

The sum of $300 above specified covers all expenses (except for clothing), namely, board, lodging, washing, tuition, and the use of books and musical instruments. The pupils must furnish their own clothing, and pay their own fares to and from the institution.

An obligation will be required from some responsible persons, that the pupil shall be kept properly supplied with decent clothing, shall be provided for during vacations, and shall be removed, without expense to the institution, whenever it may be desirable to discharge him.

The usual period of tuition is from five to seven years.

The friends of the pupils can visit them whenever they choose.

The use of tobacco, either in smoking or otherwise, is strictly prohibited in the institution.

Persons applying for admission of children must fill out certain blanks, copies of which will be forwarded to any address on application.

For further information address M. ANAGNOS, DIRECTOR, PERKINS INSTITUTION FOR THE BLIND, *South Boston, Mass.*

APPENDIX.

PROCEEDINGS

OF THE

COMMENCEMENT EXERCISES

OF THE

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND.

COMMENCEMENT EXERCISES

OF THE

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND.

The commencement exercises of the school were held early in June, in Tremont Temple, having been first announced by the following circular: —

PERKINS INSTITUTION AND MASS. SCHOOL FOR THE BLIND,
BOSTON, May 10, 1884.

The commencement exercises of this school will be held at Tremont Temple on Tuesday, June 3, at 3 P. M. Samuel Eliot, LL.D., will preside; His Excellency, Governor Robinson will give a brief opening address, and Mr. C. W. Ernst will speak on the kindergarten project.

You are most cordially invited to honor the occasion with your presence.

The seats on the floor and in the first balcony of the Temple will be reserved for the choice of the members of the corporation and the friends and patrons of the institution, to whom this invitation is sent, until Saturday, May 24. Tickets are ready for delivery, and those who may be desirous of obtaining them are requested to send me a postal card indicating the number wished for. It will give me very great pleasure to forward them at once.

The seats will be reserved until 3 o'clock, punctually, when standing persons will be permitted to occupy all vacant places.

M. ANAGNOS.

No tickets are required for the Second Balcony of the Temple, to which the public are cordially invited.

A kindergarten, or primary school, is imperatively needed for little sightless children. Without it the system of education for the blind cannot be regarded complete. The attention of the generous and benevolent members of our community is most respectfully called to this project.

The total amount of the kindergarten fund on the first day of May was about $17,000. Further contributions are earnestly solicited, and will be thankfully received by

JAMES STURGIS, *Treasurer pro tem.*
No. 70 Kilby street, Boston.

This circular also contained the programme of exercises hereafter given. The city journals and many of the newspapers of neighboring cities and towns, then took up the word and gave it the wider utterance demanded by the increasing interest of the people in this institution.

PROGRAMME. PART I.

1. ORGAN SELECTIONS.
MISS FREDA BLACK.

2. BRIEF OPENING ADDRESS.
HIS EXCELLENCY GOVERNOR ROBINSON.

3. BAND, — March, — "British Heart," . . . *Hartner.*

4. ESSAY, — "Work."
Miss Alice S. Holbrook.

5. SOLO FOR ALTO HORN, — "Morceau de Salon," No. 3, } *H. Paiupa c.*
Christopher A. Howland.

6. EXERCISE IN PHYSICS.
Charles T. Gleason.

7. SOLO FOR CLARINET, — "Venzano Waltz," *L. Venzano.*
Clarence W. Basford.

8. ESSAY, — "Four Poets."
Miss Susanna E. Sheahan.

Part II.

1. GYMNASTICS, Military Drill and Calisthenics.

2. SOLO FOR CORNET, — "Arbuckleinian Polka," *Hartmann.*
Charles H. Prescott.

3. READING WITH THE FINGERS, — Exercise in Geography.

4. KINDERGARTEN EXERCISES.
Remarks on the proposed Kindergarten, by Mr. C. W. Ernst.

5. DUET, — "On to the Field of Glory," — from Belisario, } *Donizetti.*
Messrs. L. Titus and Wm. B. Hammond.

6. VALEDICTORY.
Miss Isabella Romily.

7. CHORUS FOR FEMALE VOICES, — "Charity," *Rossini.*

8. AWARD OF DIPLOMAS.
By Dr. Samuel Eliot.

9. CHORUS, — "O hail us ye free," — from Ernani. *Verdi.*

NAMES OF GRADUATES.

Alice S. Holbrook. Alice M. Lowe. Isabella Romily.

The better facilities for knowing the character of this school, afforded since holding these annual exercises in a more roomy and accessible place, has been one important means of awakening and extending the public interest; and the consequent demand for tickets was so great that the supply was exhausted several days before the festival was to take place, and hundreds (perhaps *thousands*) of applicants were unavoidably refused.

The hall was filled by an audience the character of which was an honor to the occasion. The pupils occupied nearly all the seats upon the platform, a few being reserved for the trustees, members of the corporation and other prominent gentlemen. Near the centre of the platform, among the older pupils, sat Laura Bridgman, ever an object of universal interest and wonder, and her presence awoke a deeper interest in her appeal for the kindergarten, fac-simile copies of which had been distributed through the hall and were now in the hands of the audience.

While the later arrivals were finding seats among the audience, some selections for the organ were very acceptably rendered by Miss Freda Black, and the meeting was then opened by the chairman, Mr. John S. Dwight, who made the following address: —

"It is my misfortune, as well as yours, ladies and gentlemen, that the honored president of our corporation, Dr. Samuel Eliot, is unable to be with us, and that I have to be

called upon to try to seem to fill his place. I am probably selected from among my colleagues in the board of trustees, partly as representing the committee on education, but chiefly, I imagine, on the ground of age. And that shall be my fair excuse for falling back on something very near to 'total abstinence' from *speech-making*, — plenty of *that* (and of the best, I dare say) you will find provided in the programme. There, too, you will find a great variety of branches and of topics which may well surprise any one (present for the first time) to see figuring in a scheme of education for the blind. But I assure you there is no vanity in all this; no silly ambition for display. It only means that our school deals with this serious privation of its pupils in no spirit of mere sentimental charity. In the first place, it is not an '*asylum*,' as it is too often called; it is simply a *school*. And having undertaken their schooling, we think it no cruelty to them to make them perfectly aware how much they *lose*, through their infirmity, of means and opportunities and pleasures always accessible to those who see. We do not educate them on the principle that 'ignorance' (for them) 'is bliss.' On the contrary, we try to teach them *all that everybody knows*, or can and ought to know, — at least so far as practicable; teach them not only reading, writing and arithmetic, but also higher mathematics, language, literature, music, history, geography, philosophy, political economy, natural history, physical sciences, even including optics, or the laws of light and sight; and above all, the art of honest thinking and of simple, clear expression. All this on the one hand, with no neglect of physical or moral culture; while, on the other, we endeavor so to educate them as to make good their loss by more than equal gain in other faculties.

"The result you may here see in the intelligent and happy aspect which they all present; in the cheerful fervor with which they go about their studies and their work; in the ease and cleverness, the buoyancy, — I may even say, the æsthetic unity, so manifest in all their plays and their gymnastic exer-

cises; and even in the spirit and the zest, the quick perception of character and fitness, with which some of them enter into the acting of dramas and charades.

"In short the *curriculum* is anything but fanciful or superficial; it is eminently practical, — in nothing more so than in the large share of attention which is given to *music*, which is not only the blind man's solace, a refining, elevating influence, and an inspirer and preserver of harmony and order in the school (just as the electric lights are said to be the best kind of police out of doors), but which, more generally than any other art or craft which they can learn, enables them to earn their living, either as teachers or performers, when they come out into the world. The sightless can compete now with the seeing on far more equal terms after these seven years of training so exact and thorough, of culture so liberal and many-sided.

"This annual exhibition held for many years in the very small hall of the institution at South Boston, and much shaded from publicity, has been assuming larger proportions for a few years past, and attracting wider interest and attention; so that now it is not uncommon to hear these exercises spoken of as our 'commencement!' The number, to be sure, who 'graduate,' or take the diploma each year, has been very small; none can have it until they have fulfilled every requisition of the course, — that is to say, until their teachers can pronounce them thoroughly prepared to go out and meet the world and take their places as useful and worthy members of society. Last year there were *six* graduates; this year only three, and these all of the gentler sex; and one of these, unfortunately, is kept away by illness. For those who *do* receive it, this diploma is ample assurance, won by thorough tests, of character and of capacity for self-supporting, good work in the world. It carries with it, too, the hearty sympathy and God-speed of all their teachers and companions.

"As all earnest pursuit of knowledge sooner or later teaches

us that we know almost nothing, so in all earnest *doing*, even if we seem to reach the summit, it is only to show us that there is yet more and greater to be done. The Perkins Institution has reached the point where it feels the absolute necessity of a separate provision, on a generous scale, for the introduction of the kindergarten, —that entering wedge of common sense in education, — for poor, sightless children of a tender age. The want and the idea will be explained to you in the course of the exercises, while the deft fingers of some of the smaller children will be silently illustrating the beauty of the method here before your eyes.

"The Perkins Institution and Massachusetts School for the Blind originated, as you all know, in the large heart and brain of that great philanthropist, Dr. Samuel G. Howe, of whom a most fit monument now sits before you on this platform in the person of Laura Bridgman who, bereft of sight and speech and hearing, yet through the electric finger touch of friends about her, apprehends, appreciates and feels with deepest interest and joy all that is here going on. His genius and indefatigable zeal shaped and built up the institution and left it on a solid basis for his no less indefatigable and wise successor. While it has owed the larger part of its financial endowment to private munificence, notably to the late Thomas Handasyd Perkins, it is also largely dependent on the fostering aid which the good old state of Massachusetts has always extended to all educational, humane and charitable institutions within her borders; and she has shown herself no parsimonious stepmother toward this school for the blind. For years past has the state, by act of legislature, appropriated annually $30,000 to the support of this institution. In return for this the state is represented in its government, four of its twelve trustees being appointed annually by the governor and council. Moreover, blind children of poorer families, or orphans, are sent to it, under proper safeguard, without charge, as wards of the

commonwealth. The other New England states share, in their proportion, like contributions and privileges.

"Very fitly, therefore, had the chief magistrate of the commonwealth, His Excellency Governor Robinson, consented to lend us the honor of his presence here this afternoon, and make the opening address. But, unfortunately, the 'Great and General Court,' that august body that sits month after month industriously multiplying laws, having at last concluded to adjourn, has fixed upon this very day for bringing its labors to a close and keeps His Excellency a prisoner at the state house until its bills are all disposed of.

"So much the worse for *us!* But also so much the better in one view of the matter, inasmuch as you will come all the sooner to what constitutes the real and persuasive eloquence of these occasions, — that which springs from the lips and fingers of these blind pupils here before you. Such eloquence can speak for itself, perhaps, better than doctors of law or governors, however sympathetic."

The following letter from the Governor was then read: —

EXECUTIVE CHAMBER, STATE HOUSE,
BOSTON, May 30, 1884.

MY DEAR SIR: — You will remember that some time since I gave you to understand that I would be glad to accompany you to the anniversary exercises of the Perkins Institution, at 3 P.M., Tuesday, June 3. As you are probably aware, the legislature is in its closing hours, and it is extremely doubtful whether I shall be able to keep that engagement, my official duties requiring my constant presence in the executive chamber. Knowing that you will fully appreciate these circumstances, I do not hesitate to request you to release me from a definite engagement.

Very truly yours,

GEO. D. ROBINSON.

Hon. JAMES STURGIS, No. 70 St. James Ave., Boston.

The exercises commenced with Hartner's march, "British Heart," which was played by the band "with excellent effect and precision." The following essay was then given by Miss Holbrook, who was commended both for "its conciseness and argumentative sequence" and for the "exactitude of utterance" which marked her delivery.

WORK.

BY MISS ALICE S. HOLBROOK.

He who blesses mankind by his work has reason to be proud of that work, whatever it is.

Day after day, year after year, the miner toils in the deep caverns of the earth. By his industry civilization makes great strides over land and sea. The products of his labors are present everywhere.

Long live the farmer, who ploughs, plants, reaps, tends his flocks and herds, and by his honest toil provides food and raiment, — sources of strength, from which all gather power to perform their daily tasks.

If the mariner braved not the dangers of the mighty deep, commerce would become crippled, knowledge less diffused, and the benefits derived from the presence and thoughts of good and wise men less universal.

Mental labor has devised better and swifter methods of accomplishing every variety of work. The mathematician helps to rear the lofty pile, while scientists open the book of nature that all may read.

The pulpit, the press, and the platform exert a powerful moral influence. Equally powerful are the smiles, the tear, and the warm grasp of the hand to the weary one struggling to overcome obstacles in his way. A philanthropist is too wise

even to desire the removal of obstacles, because he knows that strength is acquired by wrestling with them.

To-day calls for workers! It finds many humble, patient workers in every station making civilization a fact. The call comes to those who gratify selfish desires regardless of the ruin they bring. The call comes to the idler. "Up! rouse thyself! Shake off thy lethargy! Lo! thy brother's burden is too heavy, wilt thou not lighten it?"

As the hopes of every generation are in its children, "How shall we train the children?" is the important problem of the day. To those who have the training of youth, the call comes: Work to-day! Plant the seeds of physical, mental and moral truth. Humanity cries to every one in whatever sphere:

"Act, act, in the living present. Heart within, and God o'er head."

The pleasant tribute of several bouquets rewarded her at its close.

The solo for the alto horn, Painpare's "Morceau de Salon," played by Christopher A. Howland, was enthusiastically received by the audience, and he, too, was greeted with flowers.

The subject of the "Exercise in Physics" by Charles T. Gleason, was air-pressure, which he illustrated by several experiments, closing by exhausting the Magdeburg hemispheres and proving the truth of his previous statement by a struggle with Mr. Anagnos to wrench them apart. The exercise was watched with interest.

The solo for the clarinet was necessarily omitted on account of the illness of Clarence W. Basford,

and the first part of the programme closed with Miss Sheahan's essay on "Four Poets."

FOUR POETS.

BY MISS SUSANNA E. SHEAHAN.

In the long list of authors who have labored during the past fifty years, the names of Longfellow, Lowell, Whittier and Bryant stand foremost as representatives of American literature.

In studying their writings we cannot fail to recognize the individuality of each. Although the thought, opinion, or object may be the same, yet there is something in the mode of expression that seems to whisper to the careful student, "This is Longfellow, that is Whittier."

"Death is the brother of Love, twin-brother is he, and is only
More austere to behold. With a kiss upon lips that are fading
Takes he the soul and departs, and, rocked in the arms of affection,
Places the ransomed child, new born, 'fore the face of its father."

"At that wished gate which gentle Death doth ope,
Into the boundless realm of strength and hope?"

"I cannot feel that thou art far,
Since near at need the angels are;
And when the sunset gates unbar,
Shall I not see thee waiting stand,
And, white against the evening star,
The welcome of thy beckoning hand?"

"And thou, who, o'er thy friend's low bier,
Dost shed the bitter drops like rain,
Hope that a brighter, happier sphere
Will give him to thy arms again."

The same thoughts are expressed by them all, that death is not a separator but a uniter; that the future world is not a place of uncertainty, but a place of strength and hope. Yet

how different are the figurative expressions of Longfellow from the pathos and trust of Whittier; the classical phrases of Lowell from the tender simplicity of Bryant!

Their treatment of the cause of slavery affords another illustration of their individuality.

In all of Longfellow's poems we find that he has paid great attention to the arrangement of verse, and his words are at once simple and elegant. He is therefore considered by many the most artistic of the four. The king and the beggar, the divine and the savage, alike claim his sympathy and attention.

"Evangeline," one of his most popular poems, a description of the life and exile of the Acadian farmers, was the first successful attempt to use the old Latin heroic metre in English poetry. The descriptions of nature in this poem are in perfect harmony with the story, and add greatly to its pathos and beauty.

"The Tales of a Wayside Inn" illustrate what ability Longfellow possessed of treating a variety of subjects with equal skill and interest. "The Song of Hiawatha" affords beautiful examples of music in literature.

Whittier is much more impulsive than the former, and writes, as Lowell says, "at white heats." As soon as he has grasped the thought himself, he wishes to give it to others. It flows from him because he cannot keep it back, and because he is the natural poet, almost unconsciously, in verse. He possesses a deep sense of religion, and of all that is great and good; and his love of God and man breathes through all his works. In the "Songs of Labor" he enters into the simplest occupations, and finds something poetical in them all.

Lowell writes with more humor and incisiveness than any of the others. The number of short sayings that may be quoted on so many occasions have done much toward his popularity: —

"They have rights who dare maintain them."

"Not what we give, but what we share."

One of his finest poems is "The Vision of Sir Launfal," which contains a perfect description of a June day. "My Love," "To M. L.," "Irene," contain fine pictures of womanly character. His style is broad, comprehensive, witty and incisive, and his power of criticism is acknowledged by many to be unsurpassed.

In Bryant's writings we find more simplicity than in any of the others; and he differs from them in that he holds himself a part of all nature. The trees, flowers, streams, winds, birds and insects are alike living creatures to him, a part of the same great family of which he is a member. He talks to them as to human friends, and sees in everything about him silent lessons of love.

So great are the powers of these four poets, that the more we study them the harder it is to form a just estimate of their ability and influence; and it is only the critics of the years to come who will be able to place them according to their true merits.

Her essay was very favorably criticised by the press, and praised as "a critical analysis of rare power and discernment."

During its progress a part of the pupils had been quietly leaving the hall in little groups, and, at its close, the second part of the programme opened by their reappearance in gymnastic dress and order. First, fourteen little boys in blue flannel suits, with tri-colored breast-knots and red neckties, marched upon the platform with wooden dumb-bells, and, without word of command, performed a series of calisthenics to the music of the piano. These retired and were succeeded by nine little girls dressed in loose frocks of creamy white,

with blue sashes and caps of the same color, who executed a different set of movements; and these, in turn, gave place to a squad of ten young men, commanded by Major Wright, who went through a military drill which was intently watched by the audience, especially the silent manual; and, as they disappeared down one stairway, eight little girls with silvery wands ascended the platform from the opposite side, and performed a semi-military drill. These exercises followed each other in such rapid and easy sequence that, to the eyes of the audience they formed one complete panorama.

The illness of Charles H. Prescott necessitated another break in the programme by the omission of the cornet solo, "Arbuckleinian Polka."

An exercise in geography followed, in which the teacher, showing separate models of various states and countries, was at once answered by the pupil giving its name and adding some geographical or historical fact belonging to it; after which a lad arranged upon an easel a dissected map of Europe, while two older girls read selections in raised type.

At the close of this exercise small tables were placed on the platform, and a class of the youngest boys and girls, furnished with materials for kindergarten exercises, busily worked in presence of the audience, while Mr. C. W. Ernst was making the following remarks : —

OUR DUTY TO THE BLIND A DUTY TO OURSELVES.

ADDRESS BY C. W. ERNST.

Ladies and Gentlemen: — Your welcome presence shows you to be so well interested in our friends, the blind, as to make it entirely unnecessary on my part to arouse your sympathy or to address your pity. Moreover, other people have appealed and will appeal to your sentiments more effectually and, I am sure, more acceptably than I could. Beside that, the blind speak to-day very well for themselves. Their addresses, to which we have listened, and their interesting exercises, of which we have been grateful and delighted witnesses, plead their cause with touching eloquence, to which we all have readily responded with our applause, our sincere sympathies, and not a little of that tender emotion which dwells in this splendid audience and in every human breast. But for the present I shall bid farewell to these pleasing considerations, and in taking a somewhat sterner view of the case now in hand, permit me to address your reason rather than your sentiment, and your intellect rather than your feelings.

Though not strictly germane to the subject which Mr. Anagnos, the honored director of the Perkins Institution, desires me to lay before you, we should no longer forget that in a very large sense blindness is a preventable malady. The healing art — and in matters concerning the treatment of the human eye we may say, perhaps, medical science — has taught us, or is beginning to teach us, that what we popularly call blindness may, in very many cases, be described as a filth disease which can be prevented or removed by an early appeal to almost any one of the many excellent oculists who are now found in every great city of our country. Investigators * find, that of the persons now blind, about forty per cent. represent the result of simple ignorance or neglect. The census of 1880

* See Dr. Hugo Magnus, *Die Blindheit*, *Breslau*, 1883, p. 285, whose authorities are quoted.

tells us that four years ago we had 48,928 blind in the country. Very nearly 20,000 of these are blind from causes of which modern medicine is no longer afraid.

The lesson of this is patent. Whenever the eyes, especially of a child and a new-born infant, are not entirely normal, the only right thing to do is to call promptly for the assistance of a trained oculist, — not of persons who have patent medicines or family remedies, or undertake to cure by dogma, but of a trained specialist who has studied modern ophthalmology.

That branch of the medical art, thanks to the great men of our own time, is rapidly becoming an exact science, for which the thinking people should have nothing but deep admiration and gratitude, and the benefit of which is now accessible to substantially all people, at least here in Boston and throughout New England. Nevertheless we shall always have the blind with us, and we must face the problem of which they are the occasion.

From what is due to the blind, and far more from what society owes to itself, the policy may be laid down that the blind should be enabled to compete with seeing people on something like equal terms. This is not a matter of charity, but, as Dr. Samuel G. Howe and his successor have not failed to point out, a matter of right. In our social intercourse with the blind it is not quite civil to remind them of what to us looks like a defect, though to some of them a state different from their own is scarcely imagined, much less estimated as it is by ourselves. But the case involves rather more than mere courtesy or what the world has learned from the New Testament to call by the sweet name of "charity." The question is one of statute law and political economy, and I shall have failed in my little endeavor if I do not justify our object to your sense of right as well as to your conception of a sound public policy.

It is a fortunate circumstance that I, comparatively a stranger to you, may reason before you and with you as to what is best for our society, and that you solicit rather than tolerate a train

of reasoning that should bear the test of the counting-room, of our public laws and of our social polity. But Boston and New England have always listened to reason, and, when convinced by adequate arguments, have never failed to act. The result you see before you in the little people who use their pliable fingers in part for your edification, and chiefly for the purpose of showing that the blind no less than the seeing may become producers, artisans, and accomplished members of society.

The law requires that every child shall be educated at the public cost. And as the Perkins Institution is a school for all New England, I may remind you that in Massachusetts, Rhode Island and New Hampshire every child from 5 to 15 years old, in Connecticut every child from 4 to 16 years old, in Vermont every child from 5 to 20 years old, and in Maine every person from the infant age of 4 to the 21st year, is either entitled to a place in the public schools or absolutely compelled to acquire an education. If that be the law, — and a good law it is, — the blind children of New England do not ask for charity, but for their legal rights, when they or their lawful protectors ask for school accommodations. Nor would the law be wrong if it said, not that blind children may be taught, but that they shall be taught, and that the truant officer will step in if their education be neglected. It is strictly under the letter and in the spirit of our public law that we ask for a school in which the blind children of New England may learn the rudiments of knowledge, in order that later on they may attend to better advantage the higher school whose guests we are upon this occasion. It is hardly necessary to add that the Perkins Institution is neither an asylum nor an eleemosynary establishment, but simply a school somewhat like the Boston Latin school. As such it is a part of our public school system; only, while the young people learn a little Latin and Greek in one school, they learn arts of equal usefulness in the school at South Boston.

Call it a kindergarten, or a primary school, or a preparatory

school; what we urge upon your attention is that the Perkins Institution is not large enough to accommodate the blind less than nine years old, and that these young people are in need of a school, partly because they are children, and partly because they are blind. We have the law of compulsory education; let your law be executed. But I shall not hesitate to add, let your law be executed not as a matter of kindness to the blind, but as a matter of justice and right, and because there will be hard consequences if we fail to enforce the law that stands on our statute books. For it is a fundamental maxim in ethics, of which political economy is but a branch, that the evil-doer punishes himself more than he punishes the object of his act, be that act one of commission or omission.

But how can that be? Well! the answer is ready and it involves a good problem in political economy. There are in the United States, to-day, over 50,000 blind. What is the annual consumption of one blind person, if we include food, raiment, housing and the merest necessaries of life? It seems to me that $150 a year is a modest allowance. If 50,000 blind non-producers consume $150 each per year, the annual capital thus consumed is $7,500,000, or probably more than the richest state of the union raises by taxes for its own purposes. With the possible exception of New York there is no state which raises $7,500,000 a year by public taxes for its own uses. If we capitalize that sum at but four per cent. we find that our blind fellow-citizens consume the annual interest on $187,500,000. There are not less than twelve states in the union whose total valuation respectively does not reach that sum, and I leave it to the hard-headed, gentle-hearted men in this audience to say whether or not it is expedient or sentimental, a matter of self-preservation or a mere fancy, to save a part of our national capital, the annual product of which now goes largely into unproductive consumption on the part of the blind.

The case will be very different if the blind are treated like all other people, if they are taught to support themselves, if

they are asked to produce capital instead of consuming it, and if they are placed on terms of entire equality with ourselves. They should vote, they should work at a trade, they should buy and sell, they should go to church, they should go to our places of amusement like other people. The difference between them and ourselves, whose eyesight is as yet sound, should be somewhat like the difference between persons who know some foreign language and those who do not. The false difference, as between happy people and the unfortunates, should be removed by making the blind self-reliant, self-respecting and happy competitors in the friendly battle for all the treasures of life. A long step will have been taken in that direction if we join heart and hand in giving the blind children of New England a good primary school specially superintended by the officers and teachers of the Perkins Institution whose young pupils will now show you what may be accomplished by intelligent efforts well directed. And when you applaud these kindergarten pupils, do not omit to praise the teachers who have taught them and you, their friends.

Mr. Anagnos added a few urgent words of the great need of the kindergarten and his determination to effect its establishment. He said that before autumn he hoped the trustees would purchase a piece of real estate and that they would then start, with a few pupils, the nucleus of the proposed school; and that next year he hoped to bring upon the platform some of these little children and show the results of the work.

Now the little ones having finished their models, held them up before the audience, telling their names and some additional fact connected with them. These models were of considerable variety,

ranging from simple geometric forms, wrought in clay, to a series illustrative of successive chapters of American history, and made with sticks blocks, strips of colored paper, etc. There was the ship in which John Cabot sought this country; an Indian wigwam; the Mayflower; Plymouth Pilgrim Meeting House; our flag with its stars and stripes; Bunker Hill Monument; the shackles of the slave; a statue of Lincoln; and the American eagle. Eighteen girls then formed a ring and sang a spring song, a wave song and a march.

The duet from "Belisario," "On to the Field of Glory," given by Messrs. Titus and Hammond, was remarked for having been sung "with fine intonation and the marked fidelity which distinguished all the exercises of the sightless."

Then came the valedictory, by Miss Isabella Romily, which was commended as "well written and well delivered, not the less effective that it came from the environment of a dusky skin, showing that intelligence knows not color, nor place, nor surroundings, making akin all whom the great Maker has gifted with the divine spark."

VALEDICTORY.

Before entering another field of duty, with its many paths, we pause for a moment on its margin, reluctant to bid farewell to our cherished and happy school-days and the many friends they have revealed to us.

As we retrace, in memory, the way by which we have come, we find the hopes and fears, successes and failures of school-life marvellously and closely interwoven. And we mark the obstacles that have cast their grim shadows before us, and are deeply grateful to those who have so faithfully shown us that "we rise by the things that are under our feet."

Our love and gratitude to all who have aided us are too deep for words alone; an active and virtuous life must prove their sincerity.

To His Excellency the Governor and the legislature of Massachusetts, and to the governors and legislatures of the other New England states, we proffer our sincere thanks for their liberal support of our school.

To our trustees we extend our heartiest thanks for their never-failing interest and the zeal with which they labor to advance our cause.

Director and teachers: we shall ever be indebted to you for your faithful care and patience during these years of preparation, for which we shall endeavor to prove ourselves worthy.

Schoolmates: besides the pleasant memories of school-days, we take with us one ardent hope, in which our hearts are firmly united, — the kindergarten, — for this shall our motto continue to be, "*Orare et laborare*."

Now must we onward to take our allotted paths. And though we cannot know what awaits us in that broad field, the future, yet may we rest assured that,

> "Behind the dim unknown
> Standeth God, within the shadow,
> Keeping watch above His own."

The chorus for female voices, "Charity," was well rendered; and the diplomas were then presented to the graduates by Mr. Dwight, who read the following address from Dr. Eliot: —

To the graduates of the day: — I had hoped, my young friends, to be present at your commencement exercises, and to perform the welcome part assigned me. But an engagement of long standing calls me from home, and I must content myself with leaving a few written words to be read to you at the moment of awarding your diplomas. These diplomas come, as you are well aware, not from me, or from any officer of administration, but from the director and teachers of the school, from those who have led you step by step along the way from your admission to your graduation. I am merely their agent in transferring the diplomas to your hands.

Let me speak, in the first place, for them. Let me tell you what they have probably already told you, that they remember all you have done to deserve these honors. They look back upon your studies, upon the difficulties you have met, the struggles to do right and be right which have marked your course, and they rejoice that this bright hour dispels all shadows as it sees you numbered among the full members, the life members as we may say, of this great institution.

Let me speak, in the next place, for the friends who have gathered here to-day. They come bringing sympathy and respect with them, yet gaining a fuller measure of both from the exercises they have attended. There is no person in this audience who cannot share your satisfaction in having reached the place at which you stand. The knowledge that you have won, the character that you have formed, the high purposes of the past and the present, claim our recognition, and you may be sure that we give it from our hearts.

I cannot stop without a word for your future. Not only your school-life rises before us, but the life yet to come, the days and years which stretch on far forward. They will be happy if our wishes can make them so. You take into them the affection of those who have taught you, the confidence of those who have administered the institution, and the good will of all acquainted with it and its work. This is a rich store for

you to draw from hereafter. It is yours, you have proved yourselves worthy of it, and so long as you continue worthy, which I pray may be throughout your lives, it will never fail you. And may God himself be very near you in all you are yet to learn and to be.

Miss Lowe being absent on account of illness, was thereby prevented from receiving, in person, the diploma awarded her. The exercises closed with Verdi's chorus, "O Hail us, ye free!" sung by a full choir of the pupils, after which the audience slowly departed, many lingering to examine the educational appliances and the models made by the children.

The exercises as a whole received very favorable notices from the press. The clear enunciation of the pupils was especially remarked. The essays were characterized as "thoughtful in their nature and finished in their construction;" the vocal music, as being "very sweet and remarkable for its harmony," and the recitations, as "wonderful in accuracy;" but the gymnastics and military drill, and the exercise in geography and kindergarten work seemed to give the greatest pleasure, as well as to excite the deepest and most universal interest, and they proved a most persuasive argument for the proposed kindergarten.

FIFTY-FOURTH ANNUAL REPORT

OF

THE TRUSTEES

OF THE

PERKINS INSTITUTION

AND

Massachusetts School for the Blind,

FOR THE YEAR ENDING

SEPTEMBER 30, 1885.

BOSTON:
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,
18 Post Office Square.
1886.

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Commonwealth of Massachusetts.

Perkins Institution and Mass. School for the Blind.
South Boston, Oct. 30, 1885.

To the Hon. Henry B. Peirce, *Secretary of State*, Boston.

Dear Sir: — I have the honor to transmit to you, for the use of the legislature, a copy of the fifty-fourth annual report of the trustees of this institution to the corporation thereof, together with that of the director and the usual accompanying documents.

Respectfully,

M. ANAGNOS,
Secretary.

OFFICERS OF THE CORPORATION.

1885-86.

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JOHN CUMMINGS, *Vice-President.*
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Monthly Visiting Committee.

Whose duty it is to visit and inspect the Institution at least once in each month.

1886.		1886.	
January,	F. Brooks.	July,	S. M. Quincy.
February,	J. S. Dwight.	August,	Leverett Saltonstall
March,	J. B. Glover.	September,	S G. Snelling.
April,	J. T. Heard.	October,	James Sturgis.
May,	E. N. Perkins.	November,	G. W. Wales.
June,	H. S. Russell.	December,	J. E. Wetherbee.

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Francis Brooks.
S. M. Quincy.

House Committee.

E. N. Perkins.
G. W. Wales.
Francis Brooks.

Committee on Finance.

J. B. Glover.
James Sturgis.
Henry S. Russell.

Committee on Health.

J. Theodore Heard, M.D.
L. Saltonstall.
J. E. Wetherbee.

Auditors of Accounts.

Samuel G. Snelling.
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M. ANAGNOS.

MEDICAL INSPECTOR.

JOHN HOMANS, M. D.

LITERARY DEPARTMENT.

Jay M. Hulbert.
Miss Annie K. Gifford.
Miss Anna S. Low.
Miss Julia A. Boylan.
Miss Della Bennett.
Miss Mary C. Moore.
Miss Harriet D. Burgess.
Miss Emma A. Coolidge.

Miss Sarah Elizabeth Lane, *Librarian.*

MUSICAL DEPARTMENT.

Thomas Reeves.
Elmer S. Hosmer.
Miss Freda Black.
Miss Della B. Upson.
Miss Mary L. Riley.
Miss Julia H. Strong.
Lemuel Titus.
Mrs. Kate Rametti.
C. H. Higgins.
Ezra M. Bagley.
Julius Akeroyd.

Music Readers.

Miss Allie S. Knapp.
Miss Jenny A. Wheaton.
Miss Daisy S. Monroe.

TUNING DEPARTMENT.

JOEL WEST SMITH, *Instructor and Manager.*
GEORGE E. HART, *Tuner.*

INDUSTRIAL DEPARTMENT.

Workrooms for Juveniles.

John H. Wright, *Work Master.*
Miss A. J. Dillingham, *Work Mistress.*
Miss Cora L. Davis, *Assistant.*
Walter H. Fiske, *Assistant.*
Thomas Carroll, *Assistant.*

Workshop for Adults.

Anthony W. Bowden, *Manager.*
Pliny Morrill, *Foreman.*
Miss M. A. Dwelly, *Forewoman.*
Miss Ellen M. Wheelock, *Clerk.*

DOMESTIC DEPARTMENT.

Steward.

Anthony W. Bowden.

Matron.

Miss Maria C. Moulton.
Miss Ella F. Ford, *Assistant.*

Housekeepers in the Cottages.

Mrs. M. A. Knowlton.
Mrs. L. S. Smith.
Miss Bessie Wood.
Mrs. Sophia C. Hopkins.

PRINTING DEPARTMENT.

Dennis A. Reardon, ... *Manager.*
Miss Elizabeth S. Howe, *Printer.*
Miss Martha C. Alden, "

Miss Ellen B. Webster, *Book keeper.*

MEMBERS OF THE CORPORATION.

All persons who have contributed twenty-five dollars to the funds of the institution, all who have served as trustees or treasurer, and all who have been elected by special vote, are members.

Adams, John A., Pawtucket, R. I.
Adams, Waldo, Boston.
Alden, Mrs. Sara B., Boston.
Aldrich, Mrs. Sarah, Boston.
Alger, Rev. William R., Boston.
Ames, F. L., Boston.
Ames, Miss H. A., Easton.
Ames, Oliver, Boston.
Amory, C. W., Boston.
Amory, James S., Boston.
Amory, William, Boston.
Amory, Mrs. William, Boston.
Anagnos, M., Boston.
Andrews, Francis, Boston.
Appleton, Miss Emily G., Boston.
Appleton, Mrs. William, Boston.
Apthorp, William F., Boston.
Atkins, Mrs. Elisha, Boston.
Atkinson, Edward, Boston.
Atkinson, William, Boston.
Austin, Edward, Boston.
Aylesworth, H. B., Providence.
Bacon, Edwin M., Boston.
Baldwin, William H., Boston.
Baker, Mrs. E. M., Boston.
Baker, Mrs. E. W., Dorchester.
Baker, Ezra H., Boston.
Baker, Miss M. K., Boston.
Barbour, E. D., Boston.
Barker, Joseph A., Providence.
Barstow, Amos C., Providence.
Barrows, Rev. S. J., Dorchester.
Beal, J. H., Boston.
Beard, Hon. Alanson W., Boston.
Beckwith, Miss A. G., Providence.
Beckwith, Mrs. T., Providence.
Beebe, J. A., Boston.
Bennett, Mrs. Eleanor, Billerica.
Bigelow, Mrs. E. B., Boston.
Bigelow, Mrs. Prescott, Boston.
Binney, William, Providence.
Black, G. N., Boston.
Blake, James H., Boston.
Blanchard, G. D. B., Malden.
Bourn, Hon. A. O., Bristol, R. I.
Bouvé, Thomas T., Boston.
Bowditch, Mrs. E. B., Boston.
Bowditch, J. I., Boston.
Bowditch, Mrs. J. I., Boston.
Brackett, Miss Nancy, Boston.
Bradlee, F. H., Boston.
Bradlee, Mrs. F. H., Boston.
Bradlee, J. P., Boston.
Brewer, Miss C. A., Boston.

Brewer, Mrs. Mary, Boston.
Brewster, Osmyn, Boston.
Brimmer, Hon. Martin, Boston.
Brooks, Francis, Boston.
Brooks, Mrs. Francis, Boston.
Brooks, Mrs. F. A., Boston.
Brooks, Peter C., Boston.
Brooks, Rev. Phillips, Boston.
Brooks, Shepherd, Boston.
Brown, John A., Providence.
Brown, Mrs. John C., Providence.
Browne, A. Parker, Boston.
Bullard, W. S., Boston.
Bullock, Miss Julia, Providence.
Bundy, James J., Providence.
Burnett, Joseph, Boston.
Burton, J. W., M. D., Flushing, N. Y.
Cabot, W. C., Boston.
Callender, Walter, Providence.
Carpenter, Charles E., Providence.
Carter, Mrs. Helen B., West Newton.
Cary, Miss A. P., Boston.
Cary, Mrs. W. F., Boston.
Cass, Mrs. D. S., Boston.
Center, J. H., Boston.
Chandler, P. W., Boston.
Chandler, Theophilus P., Brookline.
Chace, James H., Valley Falls, R. I.
Chace, Hon. Jonathan, Valley Falls, R. I.
Chapin, E. P., Providence.
Charles, Mrs. Mary C., Melrose.
Cheever, Dr. David W., Boston.
Cheeney, Benjamin P., Boston.
Chickering, George H., Boston.
Chickering, Mrs. Sarah M., Joy Mills, Pa.
Claflin, George L., Providence.
Claflin, Hon. William, Boston.
Clapp, William W., Boston.
Clarke, Mrs. Jas. Freeman, Boston.
Clarke, James W., Boston.
Clement, Edward H., Boston.
Coats, James, Providence.
Cobb, Mrs. Freeman, Boston.
Cobb, Samuel C., Boston.
Cobb, Samuel T., Boston.
Cochrane, Alexander, Boston.
Coffin, Mrs. W. E., Boston.
Colt, Samuel P., Bristol, R. I.
Comstock, Andrew, Providence.
Coolidge, Dr. A., Boston.
Coolidge, J. R., Boston.
Coolidge, Mrs. J. R., Boston.
Coolidge, J. T., Boston.
Coolidge, Mrs. J. T., Boston.
Coolidge, T. Jefferson, Boston.
Corliss, George H., Providence.
Cotting, C. U., Boston.
Crane, Zenas M., Dalton.
Crosby, Joseph B., Boston.
Crosby, William S., Boston.
Cruft, Miss Annah P., Boston.
Cruft, Miss Harriet O., Boston.
Cummings, Charles A., Boston.
Cummings, Hon. John, Woburn.
Curtis, C. A., Boston.
Curtis, George S., Boston.
Curtis, Mrs. Margarette S., Boston.
Dalton, C. H., Boston.
Dalton, Mrs. C. H., Boston.
Darling, L. B., Pawtucket, R. I.
Davis, Miss A. W., Boston.
Day, Daniel E., Providence.
Deblois, Stephen G., Boston.
Devens, Rev. Samuel A., Boston.
Dexter, Mrs. F. G., Boston.

Ditson, Oliver, Boston.
Dunnell, Jacob, Pawtucket, R. I.
Dwight, John S., Boston.
Eaton, W. S., Boston.
Eliot, Dr. Samuel, Boston.
Emery, Francis F., Boston.
Emery, Isaac, Boston.
Emmons, J. L., Boston.
Emmons, Mrs. Nath'l H., Boston.
English, James E., New Haven, Conn.
Endicott, Henry, Boston.
Endicott, William, Jr., Boston.
Ernst, C. W., Boston.
Farnam, Mrs. A. G., New Haven.
Fay, H. H., Boston.
Fay, Mrs. H. H., Boston.
Fay, Miss Sarah B., Boston.
Fay, Mrs. Sarah S., Boston.
Ferguson, Mrs. C. H., Dorchester.
Ferris, M. C., Boston.
Fisk, Rev. Photius, Boston.
Fiske, J. N., Boston.
Folsom, Charles F., M. D., Boston.
Forbes, J. M., Milton.
Foster, F. C., Boston.
Freeman, Miss Hattie E., Boston.
French, Jonathan, Boston.
Frothingham, A. T., Boston.
Frothingham, Rev. Frederick, Milton.
Gaffield, Thomas, Boston.
Galloupe, C. W., Boston.
Gammell, Prof. Wm., Providence.
Gammell, Mrs. Wm., Providence.
Gardiner, Charles P., Boston.
Gardner, George, Boston.
Gardner, George A., Boston.
Gardner, Henry W., Providence.
George, Charles H., Providence.
Gill, Mrs. Frances A., Boston.
Gill, Mrs. Sarah A., Worcester.
Glidden, W. T., Boston.
Glover, A., Boston.
Glover, J. B., Boston.
Goddard, Benjamin, Brookline.
Goddard, Miss Matilda, Boston.
Goddard, Miss Rebecca, Boston.
Goddard, T. P. I., Providence.
Goddard, William, Providence.
Goff, Darius, Pawtucket, R. I.
Goff, Darius L., Pawtucket, R. I.
Goff, Lyman B., Pawtucket, R. I.
Gray, Mrs. Horace, Boston.
Greene, Benj. F., Central Falls, R. I.
Greene, Edward A., Providence.
Greene, S. H., River Point, R. I.
Greenleaf, Mrs. Jas., Charlestown.
Greenleaf, R. C., Boston.
Griffin, S. B., Springfield.
Grosvenor, William, Providence.
Grover, William O., Boston.
Guild, Mrs. S. E., Boston.
Hale, Rev. Edward E., Boston.
Hale, George S., Boston.
Hall, J. R., Boston.
Hall, Miss L. E., Hanover.
Hall, Mrs. L. M., Boston.
Hall, Miss Minna B., Longwood.
Hardy, Alpheus, Boston.
Harwood, George S., Boston.
Haskell, Edwin B., Auburndale.
Hayward, Hon. Wm. S., Providence.
Hazard, Rowland, Providence.
Heard, J. T., M. D., Boston.
Hearst, Mrs. Phebe A., San Francisco, Cal.
Hemenway, Mrs. A., Jr., Boston.
Hendricken, Rt. Rev. T. F., Providence.

Herford, Rev. Brooke, Boston.
Higginson, George, Boston.
Higginson, Henry Lee, Boston.
Hill, Hon. Hamilton A., Boston.
Hill, Mrs. T. J., Providence.
Hilton, William, Boston.
Hodges, Dr. R. M., Boston.
Hogg, John, Boston.
Hooper, E. W., Boston.
Hoppin, Hon. W. W., Providence.
Hovey, William A., Boston.
Howard, Hon. A. C., Providence.
Howard, Mrs. Chas. W., California.
Howard, Hon. Henry, Providence.
Howe, Mrs. Julia Ward, Boston.
Howe, Mrs. Virginia A., Boston.
Howes, Miss E., Boston.
Houghton, Hon. H. O., Cambridge.
Hunnewell, F. W., Boston.
Hunnewell, H. H., Boston.
Hunt, Moses, Charlestown.
Inches, H. B., Boston.
Ives, Mrs. Anna A., Providence.
Jackson, Charles C., Boston.
Jackson, Edward, Boston.
Jackson, Mrs. J. B. S., Boston.
Jackson, Patrick T., Boston.
Jackson, Mrs. Sarah, Boston.
James, Mrs. Julia B. H., Boston.
Johnson, Samuel, Boston.
Jones, Miss Ellen M., Boston.
Joy, Mrs. Charles H., Boston.
Kasson, Rev. F. H., Boston.
Kellogg, Mrs. Eva D., Boston.
Kendall, C. S., Boston.
Kennard, Martin P., Brookline.
Kent, Mrs. Helena M., Boston.
Kidder, H. P., Boston.
Kinsley, E. W., Boston.
Lamson, Miss C. W., Dedham.
Lang, B. J., Boston.
Lawrence, Abbott, Boston.
Lawrence, Amos A., Longwood.
Lawrence, James, Boston.
Lawrence, Mrs. James, Boston.
Lawrence, William, Lawrence.
Lee, Henry, Boston.
Lincoln, L. J. B., Hingham.
Linzee, J. T., Boston.
Linzee, Miss Susan I., Boston.
Lippitt, Hon. Henry, Providence.
Littell, Miss S. G., Brookline.
Little, J. L., Boston.
Littlefield, Hon. A. H., Pawtucket.
Littlefield, D. G., Pawtucket.
Lodge, Mrs. A. C., Boston.
Lodge, Henry C., Boston.
Loring, Mrs. Susie J., Boston.
Lothrop, John, Auburndale.
Lovett, George L., Boston.
Lowell, Abbott Lawrence, Boston.
Lowell, Augustus, Boston.
Lowell, Miss A. C., Boston.
Lowell, Francis C., Boston.
Lowell, Mrs. John, Boston.
Lowell, Miss Lucy, Boston.
Lyman, Arthur T., Boston.
Lyman, George H., M. D., Boston.
Lyman, J. P., Boston.
Lyman, Theodore, Boston.
McAuslan, John, Providence.
Mack, Thomas, Boston.
Mackay, Mrs. Frances M., Cambridge.
Macullar, Addison, Boston.
Marcy, Fred. I., Providence.
Marston, S. W., Boston.
Mason, Miss E. F., Boston.
Mason, Miss Ida M., Boston.
Mason, I. B., Providence.

May, Miss Abby W., Boston.
May, F. W. G., Dorchester.
McCloy, J. A., Providence.
Means, Rev. J. H., D. D., Dorchester.
Merriam, Mrs. Caroline, Boston.
Merriam, Charles, Boston.
Merriam, Mrs. D., Boston.
Metcalf, Jesse, Providence.
Minot, Francis, M. D., Boston.
Minot, Mrs. G. R., Boston.
Minot, William, Boston.
Mixter, Miss Helen K., Boston.
Mixter, Miss Madelaine C., Boston.
Montgomery, W., Boston.
Morrill, Charles J., Boston.
Morse, S. T., Boston.
Morton, Edwin, Boston.
Motley, Edward, Boston.
Moulton, Miss Maria C., Boston.
Nevins, David, Boston.
Nichols, J. Howard, Boston.
Nichols, R. P., Boston.
Nickerson, Andrew, Boston.
Nickerson, Mrs. A. T., Boston.
Nickerson, George, Jamaica Plain.
Nickerson, Miss Priscilla, Boston.
Nickerson, S. D., Boston.
Norcross, Miss Laura, Boston.
Noyes, Hon. Charles J., Boston.
O'Reilly, John Boyle, Boston.
Osgood, J. F., Boston.
Osborn, John T., Boston.
Owen, George, Providence.
Paine, Mrs. Julia B., Boston.
Paine, Robert Treat, Boston.
Palfrey, J. C., Boston.
Palmer, John S., Providence.
Parker, Mrs. E. P., Boston.
Parker, E. Francis, Boston.
Parker, Henry G., Boston.
Parker, Richard T., Boston.
Parkman, Francis, Boston.
Parkman, George F., Boston.
Parsons, Thomas, Chelsea.
Payson, S. R., Boston.
Peabody, Rev. A. P., D. D., Cambridge.
Peabody, F. H., Boston.
Peabody, O. W., Milton.
Peabody, S. E., Boston.
Peirce, Rev. Bradford K., D. D., Boston.
Perkins, A. T., Boston.
Perkins, Charles C., Boston.
Perkins, Edward N., Jamaica Plain.
Perkins, William, Boston.
Peters, Edward D., Boston.
Pickett, John, Beverly.
Pickman, W. D., Boston.
Pickman, Mrs. W. D., Boston.
Pierce, Hon. H. L., Boston.
Pierson, Mrs. Mary E., Windsor, Conn.
Potter, Isaac M., Providence.
Potter, Mrs. Sarah, Providence.
Pratt, Elliott W., Boston.
Prendergast, J. M., Boston.
Preston, Jonathan, Boston.
Pulsifer, R. M., Boston.
Quincy, George Henry, Boston.
Quincy, Samuel M., Wollaston.
Reardon, Dennis A., Boston.
Rice, Hon. A. H., Boston.
Rice, Fitz James, Providence.
Richardson, George C., Boston.
Richardson, Mrs. Jeffrey, Boston
Richardson, John, Boston.
Robbins, R. E., Boston.
Robeson, W. R., Boston.

Robinson, Henry, Reading.
Rodman, S. W., Boston.
Rodocanachi, J. M., Boston.
Rogers, Henry B., Boston.
Rogers, Jacob C., Boston.
Ropes, J. C., Boston.
Ropes, J. S., Jamaica Plain.
Rotch, Miss Anne L., Boston.
Rotch, Mrs. Benjamin S., Boston.
Rotch, Miss Edith, Boston.
Russell, Henry G., Providence.
Russell, Mrs. Henry G., Providence.
Russell, Henry S., Boston.
Russell, Miss Marian, Boston.
Russell, Mrs. S. S., Boston.
Saltonstall, H., Boston.
Saltonstall, Leverett, Newton.
Sampson, George, Boston.
Sanborn, Frank B., Concord.
Sayles, F. C., Pawtucket, R. I.
Sayles, W. F., Pawtucket, R. I.
Schlesinger, Barthold, Boston.
Schlesinger, Sebastian B., Boston.
Sears, David, Boston.
Sears, Mrs. David, Boston.
Sears, Mrs. Fred., Jr., Boston.
Sears, F. R., Boston.
Sears, Mrs. K. W., Boston.
Sears, Mrs. P. H., Boston.
Sears, Mrs. S. P., Boston.
Sears, W. T., Boston.
Sharpe, L., Providence.
Shaw, Mrs. G. H., Boston.
Shaw, Henry S., Boston.
Shaw, Quincy A., Boston.
Shepard, Mrs. E. A., Providence.
Sherwood, W. H., Boston.
Shimmin, C. F., Boston.
Shippen, Rev. R. R., Washington.
Sigourney, Mrs. Henry, Boston.
Slater, H. N., Jr., Providence.
Snelling, Samuel G., Boston.
Spaulding, J. P., Boston.
Spaulding, M. D., Boston.
Spencer, Henry F., Boston.
Sprague, F. P., Boston.
Sprague, S. S., Providence.
Stanwood, Edward, Brookline.
Stearns, Charles H., Brookline.
Steere, Henry J., Providence.
Stewart, Mrs. C. B., Boston.
Stone, Joseph L., Boston.
Sturgis, Francis S., Boston.
Sturgis, J. H., Boston.
Sturgis, James, Boston.
Sullivan, Richard, Boston.
Sweetser, Mrs. Anne M., Boston.
Taggard, B. W., Boston.
Taggard, Mrs. B. W., Boston.
Tappan, Miss M. A., Boston.
Tappan, Mrs. William, Boston.
Thaxter, Joseph B., Hingham.
Thayer, Miss Adele G., Boston.
Thayer, Miss A. G., Andover.
Thayer, Rev. George A., Cincinnati.
Thomas, H. H., Providence.
Thorndike, Mrs. Delia D., Boston.
Thorndike, S. Lothrop, Cambridge.
Thurston, Benj. F., Providence.
Tingley, S. H., Providence.
Tolman, Joseph C., Hanover.
Torrey, Miss A. D., Boston.
Troup, John E., Providence.
Turner, Miss Abby W., Boston.
Turner, Miss Alice M., Boston.
Turner, Miss Ellen J., Boston.
Turner, Mrs. M. A., Providence.
Underwood, F. H., Boston.
Upton, George B., Boston.
Villard, Mrs. Henry, New York.

Wales, George W., Boston.
Wales, Miss Mary Ann, Boston.
Wales, Thomas B., Boston.
Ward, Rev. Julius H., Boston.
Ware, Charles E., M. D., Boston.
Ware, Mrs. Charles E., Boston.
Warren, J. G., Providence.
Warren, S. D., Boston.
Warren, Mrs. Wm. W., Boston.
Washburn, Hon. J. D., Worcester.
Weeks, A. G., Boston.
Welch, E. R., Boston.
Weld, Otis E., Boston.
Weld, R. H., Boston.
Weld, Mrs. W. F., Philadelphia.
Weld, W. G., Boston.
Wesson, J. L., Boston.
Wheeler, Nathaniel, Bridgewater, Conn.
Wheelwright, A. C., Boston.
Wheelwright, John W., Boston.
White, B. C., Boston.
White, C. J., Cambridge.
White, Charles T., Boston.
White, G. A., Boston.
Whitford, George W., Providence.
Whiting, Ebenezer, Boston.
Whitman, Sarah W., Boston.
Whitney, Edward, Belmont.
Whitney, E., Boston.
Whitney, H. A., Boston.
Whitney, H. M., Boston.
Whitney, Mrs., Boston.
Whitney, Miss, Boston.
Wigglesworth, Miss Ann, Boston.
Wigglesworth, Edward, M.D., Boston.
Wigglesworth, Thomas, Boston.
Wightman, W. B., Providence.
Wilder, Hon. Marshall P., Dorchester.
Williams, George W. A., Boston.
Winslow, Mrs. George, Roxbury.
Winsor, J. B., Providence.
Winthrop, Hon. Robert C., Boston.
Winthrop, Mrs. Robert C., Boston.
Wolcott, J. H., Boston.
Wolcott, Mrs. J. H., Boston.
Woods, Henry, Boston.
Worthington, Roland, Roxbury.
Young, Mrs. B. L., Boston.
Young, Charles L., Boston.

SYNOPSIS OF THE PROCEEDINGS

OF THE

ANNUAL MEETING OF THE CORPORATION.

South Boston, Oct. 14, 1885.

The annual meeting of the corporation, duly summoned, was held to-day at the institution, and was called to order by the president, Samuel Eliot, LL.D., at 3 P.M.

The proceedings of the last meeting were read by the secretary, and declared approved.

Mr. John S. Dwight presented the report of the trustees, which was read, accepted, and ordered to be printed with that of the director, and the usual accompanying documents.

The treasurer, Mr. Edward Jackson, read his report, which was accepted, and ordered to be printed.

The corporation then proceeded to ballot for officers for the ensuing year, and the following persons were unanimously re-elected: —

President — Samuel Eliot, LL.D.

Vice-President — John Cummings.

Treasurer — Edward Jackson.

Secretary — M. Anagnos.

Trustees — Joseph B. Glover, J. Theodore Heard, M. D., Edward N. Perkins, Henry S. Russell, Samuel M. Quincy, Samuel G. Snelling, James Sturgis and George W. Wales.

The meeting was then dissolved, and all in attendance proceeded, with the invited guests, to visit the various departments of the school and inspect the premises.

M. ANAGNOS,
Secretary.

Commonwealth of Massachusetts.

REPORT OF THE TRUSTEES.

PERKINS INSTITUTION AND MASS. SCHOOL FOR THE BLIND,
SOUTH BOSTON, Oct. 1, 1885.

TO THE MEMBERS OF THE CORPORATION.

Gentlemen and Ladies: — We have the honor to present to you, and, through you, to the legislature of the commonwealth, the *fifty-fourth* annual report, briefly showing the progress and condition of the institution under our charge for the financial year ending Sept. 30, 1885.

1. The number of pupils keeps on steadily increasing at a moderate rate, the quarterly reports of the director presenting always very nearly the same figures. The total number of blind inmates of the institution is 172. Of these 141 are pupils, the boys outnumbering the girls by only five. The remaining 31 are teachers, workmen and employés of the institution. The number of applicants for admission this term has been larger than ever before, the accommodations, in the cottages, for

girls being taxed to their utmost capacity. Indeed of late years more girls enter, and more girls graduate, than boys.

The health of the inmates, with few and slight exceptions, has been excellent. Twice during the year there have been a few cases of measles, in a mild form, mostly among the youngest girls. The little patients were promptly placed in the city hospital, where they all recovered with the exception of one, who, while convalescing, was attacked by membranous croup of a severe form and died, much lamented by pupils and teachers. All possible care has been used during these past years to perfect the drainage and the ventilation of the several buildings, to ensure pure air and wholesome diet, and to offset sedentary class-work with frequent, timely, well regulated and attractive exercise both indoors and in the open air. The general cheerfulness and happiness of the children, both in their studies and their recreation, have done much to keep up the high standard of health.

2. The School —

the main object of the institution — has shown better work and finer fruits than ever before, — and this is saying much. In its whole *morale* and spirit, in its methods and achievements, it has continued in the same line of steady and consistent progress and improvement — shall we say *development?* It would seem that, by long and earnest

seeking and experiment, the secret of true method has at last been found here, and needs only to be applied as faithfully as it has been of late years to ensure the true reward. It consists in careful adaptation of the schooling to the individual bent, capacity, wants, temperament, etc., of each single pupil; in broad field and variety of topics; in studies, conversations, exercises that enlarge the mind, engage the heart, build up the character, and inspire unselfish motives with the love of knowledge, while they bring the blind practically more and more upon a level with the seeing. In all this, of course, *object*-teaching plays an important part, and from the kindergarten upwards. The cabinets of mineralogy, natural history, anatomical models, and mechanic arts, growing more and more complete under the watchful lookout and shrewd purveyance of the director, are doing here almost as much for education as are the rapidly increasing stores of books in the raised type. Fingers are eyes for both. And the appliances for the study of geography, in a way that impresses it wonderfully upon the memory, the beautiful raised maps of all parts of the globe, especially the dissecting maps (made in the institution), taken apart and reconstructed, and described without seeing, excite the admiration of all who witness the marvellous proficiency of the average blind pupil in a branch of knowledge of which most men are so ignorant.

For these gratifying results the pupils and friends of the blind cannot be too grateful to the well-selected corps of discreet, tenderly devoted, energetic teachers, mostly women, which it has been the rare good fortune of the school for years past to possess. They, under the wise, paternal, comprehensive oversight of the director, certainly have done all that could be required of good and faithful servants. Naturally changes in the composition of the body have occurred from year to year; one or more, once in a little while, must with regret be parted with, but the place has been always soon and well supplied. The most permanent among the teachers are, for obvious reasons, those who themselves are blind. By a singular fatality, owing to a concurrence of purely personal necessities, the school opens the new term deprived of most of the valued teachers of the past year, imposing a very difficult and delicate task upon the director to make good their places. This, it is believed, however, has been done, and with the engagement, for the first time, of a male head teacher in the boys' department, where the responsibility has been growing more and more onerous.

We do not think we overestimate the progress that has been made. The personal observation of members of this board, in their repeated (often unexpected) visits to the class rooms, has never failed to find it. The increasing eagerness of wit-

nesses from the whole neighborhood, as well as strangers from a distance, every Thursday morning, shows how attractive and impressive its manifestations have become. And, above all, the annual commencement exercises (as they have now earned the right to be called) held before an immense audience, attentive to the end of a long and varied programme, in Tremont Temple, June 2, and honored by the presence and the cheering eloquence of his Excellency, Gov. Robinson, and by the tender and inspiring words of Dr. Eliot, the president of our corporation, on presenting the diplomas to the four young lady graduates, gave as palpable, convincing proof, as any two hours' resumé of studies and acquirements can give of the sincerity, the thoroughness, the broad catholicity of culture which is helping these blind girls and boys to become useful, intelligent, true men and women. We need not rehearse the programme, which was essentially of the usual character and afforded constant pleasure and surprise. The most interesting feature of the whole was the practical illustration given by the little children of the methods of the kindergarten; modelling in clay, and embroidery, etc., at separate tables, before the eyes of all, with deft facility, and sometimes quite amusing originality of design, during the pathetic, cogent, quickening appeal of Rev. Edward A. Horton in behalf of the poor blind children, exposed from infancy to evil influences

and dangers, and their right to all the counteracting good wherewith all the means and appliances of the best appointed separate kindergarten can surround them.

And this brings us to the most important event of the past year, and the most important problem, the question to be solved next in this so far advanced course of education.

3. The Kindergarten for the Blind.

The need of a special kindergarten, or preparatory infant school for little sightless children below the age of nine, to fit them to enter upon the higher course in a condition properly to avail themselves of its advantages, has long been felt to be of the first urgency. By earnest appeals in every form and on all fit occasions, by our indefatigable director especially, and by many able public orators and writers, a great interest has been awakened in the subject. Wealthy friends have contributed generously of their means. The press, both secular and religious, has in the most liberal, disinterested manner, kept the movement conspicuously before its readers. The pupils of the institution, with a tender interest in the welfare and salvation of their helpless younger brothers and sisters, have in a touching manner, clubbed together their little means and talents, musical, industrial, and social, holding fairs and giving concerts, to eke out the slowly growing fund. Even

Laura Bridgman has been instant in sympathy and delicate coöperation. Among the larger contributions were the proceeds of the fair held in the house of Mrs. J. Huntington Wolcott, amounting to $4,612.89; the munificent gift from a Boston lady of $10,000; and the subscription of $5,000 by an anonymous friend of the blind. Enough money has been raised to warrant the first step in the enterprise: the purchase, at a cost of $30,000, of the Hyde estate in Roxbury, near Jamaica Pond. It is a beautiful site of more than six acres, — large enough not only for the two cottages, school rooms and offices of the kindergarten, but even for the Perkins Institution itself, should it be found expedient at some future time to seek for it a better location than the present one. The place is central, healthy, easy of access. The work of excavation for the foundation of a new, commodious building has begun, but with slow progress on account of the immense mass of ledge to be removed. This postpones the prospect of completion and equipment into the next year. This we have called the event of the year. But it is only the first step — a most important step — toward the "consummation so devoutly to be wished." The purchase money, together with the great expense of removing the ledge, and of erecting the first building (on the most economical estimate, — the architect contributing the plans out of sympathy with "the cause"), will exhaust the last dollar of

the fund already raised, and liberal subscriptions are still needed to put the establishment in working order and enable the school to live and to expand. The pleasing sight of such an infant school there, palpable and real, will, it is hoped, inspire the generous intentions of many more friends of childhood and the blind.

4. The Finances,

it will appear by the report of the treasurer, have been wisely and economically managed. The accounts are kept in the form which is used by large institutions and corporations. The auditors exercise careful supervision over all receipts and disbursements and scrutinize every item of expense. The treasurer's exhibit, taking the formula of last year's report, may be summarized as follows:—

Cash in hand Oct. 1, 1884, ...	$20,668 69
Total receipts from all sources during the year (including collections of payable notes), .	112,352 75
	$133,021 44
Total expenditure and investments, . . .	131,010 42
Balance, ...	$2,011 02

5. Repairs and Improvements.

These have been strictly limited to what seemed absolutely necessary for the preservation of the buildings and the safety and comfort of the household. The sinking floor of the rotunda has been

strengthened and put in good condition. The dining room of the little boys has been thoroughly renovated; and the decayed floor and frame of a portion of the piazza have been replaced. These all relate to the main building, which is getting old.

6. Printing for the Blind.

Our presses have been at work with unrelaxing steadiness and vigor. The following new books have been added to our list of publications in raised type during the past year: —

1. Nine of "Emerson's Essays," with a memorial tribute by Dr. Oliver Wendell Holmes.
2. "Heidi, — a story for Children and those who love Children," translated from the German of Johanna Spyri by Mrs. Louise Brooks, in two volumes.
3. Walter Scott's "Quentin Durward" in two volumes.
4. "What Katy Did," by Susan Coolidge, — printed at the expense of one of the best friends and constant benefactors of the blind, Miss Sarah B. Fay.
5. Selections from the poetical works of Dr. Oliver Wendell Holmes, with the following dedication, written expressly by the genial author for this edition : —

"Dear friends, left darkling in the long eclipse
That veils the noonday, — you whose finger-tips
A meaning in these ridgy leaves can find
Where ours go stumbling, senseless, helpless, blind,
This wreath of verse how dare I offer you
To whom the garden's choicest gifts are due?
The hues of all its glowing beds are ours, —
Shall you not claim its sweetest-smelling flowers?

Nay, those I have I bring you, — at their birth
Life's cheerful sunshine warmed the grateful earth;
If my rash boyhood dropped some idle seeds,
And here and there you light on saucy weeds
Among the fairer growths, remember still
Song comes of grace and not of human will:
We get a jarring note when most we try,
Then strike the chord we know not how or why:
Our stately verse with too aspiring art
Oft overshoots and fails to reach the heart,
While the rude rhyme one human throb endears
Turns grief to smiles and softens mirth to tears.

Kindest of critics, ye whose fingers read,
From Nature's lesson learn the poet's creed;
The queenly tulip flaunts in robes of flame,
The wayside seedling scarce a tint may claim,
Yet may the lowliest leaflets that unfold
A dew-drop fresh from heaven's own chalice hold."

6. Kingsley's Greek Heroes, in one volume.

7. Hawthorne's Scarlet Letter, in two volumes.

We have in press Shakespeare's Romeo and Juliet and King Henry Fifth.

The fruits of the "Howe Memorial Press" are multiplying and becoming more and more useful

and important from year to year. They serve not only as an exhaustless source of comfort and enjoyment to many a sightless person, but as a constant invitation and incitement to study and self-culture. Among other advantages, those who employ their fingers in reading regularly, learn at the same time to spell correctly.

7. The Workshop for Adults,

while it is of great utility in furnishing employment to so many meritorious blind persons, and while the quality of its work has always proved entirely satisfactory to its patrons, still shows no improvement in its receipts. The loss is about the same as usual. Honesty and thoroughness are the governing principles in all the business transactions of the shop, and on the strength of these we ask increase of patronage.

Expenditures for the year, ...		$16,793 73
Receipts for the year, . .	$14,583 33	
Increase of stock and debts due, .	1,817 91	
		16,401 24
		$392 49

Thus the cost of carrying on the workshop, over and above the receipts, has been $392.49. The loss to the treasury of the institution, compared with that of the previous year, has been decreased by $374.47.

In spite of this or any other small deductions, looking over the whole field of its educational and industrial activities, we are tempted to say, in the honest words of the director, in one of his quarterly reports to this board, —

"The institution, in all its appointments, its accommodations, its educational appliances, its facilities for thorough instruction in all branches of study, as well as in music and industrial pursuits, its wholesome discipline and high moral influence, presents a combination of advantages not surpassed if equalled by any establishment of its kind in the world."

The last word of this, as of each preceding report, must be in a sadder key.

8. Death of Members.

Since the last annual meeting of this corporation, fourteen more of its valued members have died. The list includes Mrs. Samuel Cabot, Sen., Dr. Samuel Cabot, Alfred A. Childs, Mrs. Samuel T. Dana, George P. Denny, A. B. Arnold of Providence, Dr. Robert W. Hooper, Dr. Edward Jarvis, John C. Phillips, Mrs. M. B. Sigourney, Charles W. Slack, J. H. Tingue of Seymour, Conn., Orlando Tompkins, and James H. Weeks.

Mr. Phillips had, for two years, done excellent service as a member of the board of trustees.

Dr. Jarvis, one of the genuine philanthropists of Massachusetts, was an old friend of the institution

and of Dr. Howe. Twice, during the absence of the latter, he served as superintendent *pro tempore*. He was also associated with Dr. Howe in the school for feeble-minded children, and in other beneficent works. A man of singular sweetness of character, able and enlightened, he was animated by that public spirit which characterized so many of the noted men of the past and passing generation.

All which is respectfully submitted by

FRANCIS BROOKS,
JOHN S. DWIGHT,
JOSEPH B. GLOVER,
J. THEODORE HEARD,
EDWARD N. PERKINS,
HENRY S. RUSSELL,
SAMUEL M. QUINCY,
LEVERETT SALTONSTALL,
SAMUEL G. SNELLING,
JAMES STURGIS,
GEORGE W. WALES,
JOHN E. WETHERBEE,

Trustees.

THE REPORT OF THE DIRECTOR.

"Ἐχθρὸν δέ μοί ἐστιν
Αὖτις ἀριζήλως εἰρημένα μυθολογεύειν."

HOMER.

TO THE BOARD OF TRUSTEES.

Gentlemen: — Whenever I begin to write an annual report, I am instinctively reminded of the above line of the Grecian bard, which in Pope's adaptation is thus interpreted, —

"What so tedious as a twice told tale?"

Yet, in the language of Shakespeare, "custom calls me to 't" again; and I must obey its behest, and "do what it wills."

The year just closed has been very prosperous and successful in every respect. Good order and earnest endeavor have been its principal characteristics. Thorough work has been accomplished in each of the departments of the institution, and an excellent degree of progress has been attained in all.

The teachers and officers have been faithful and diligent in the discharge of their respective duties. The pupils have been orderly and attentive to their

work, and have made commendable advancement in their studies and other occupations. Most of them give evidence of fair mental capacity, and of aptitude for learning and improvement.

Visitors to the school, who examine its methods of instruction and training, and notice the home-like appearance of all its surroundings, bear cheerful testimony to the uncommon educational advantages afforded here, and to the air of neatness and harmony which pervades every part of the institution.

The citizens of Massachusetts have reason to regard this school with pleasure and pride, since its relative standing with kindred establishments and its past history and present condition, all combine to give it a high reputation and an enviable character not only on this continent, but all over the civilized world.

Good as this record is, however, there must of necessity be points where improvements could still be effected, and these should be constantly kept in view, with the determination to diminish them to the smallest number, and to reduce them to the lowest possible degree. Only the consciousness of imperfections, and the earnest desire to discover and to remedy them, lead to the highest advancement.

Number of Inmates.

"Heaven, yet populous, retains
Numbers sufficient to possess her realms."

Milton.

At the beginning of the past year, the total number of blind persons connected with the institution in its various departments as pupils, teachers, employés, and workmen and women, was 166. There have since been admitted 16; 10 have been discharged, making the present total number 172.

Of these, 153 are in the school proper, and 19 in the workshop for adults.

The first class includes 141 boys and girls enrolled as pupils, 9 teachers and other officers, and 3 domestics. Of the pupils there are now 134 in attendance, 7 being temporarily absent on account of feeble health or from other causes.

The second class comprises 19 men and women, employed in the industrial department for adults.

The number of applicants for admission is steadily increasing, but our facilities for the accommodation of new pupils, especially in the girls' department, are very inadequate. In fact, they have reached their utmost limit. Every nook and corner in the four cottages has already been utilized, and, while there is no possibility of adding to their capacity, there are several eligible candidates waiting to fill any vacancies which may occur either by gradu-

ation or otherwise. This problem is becoming very serious and perplexing, and the most feasible and satisfactory solution of the difficulty would be to erect a building on our new estate in Roxbury as soon as practicable, and provide therein room and the means of instruction and training for all girls under fourteen years of age.

Health of the Household.

"My mind to me an empire is,
While grace affordeth health."

Southwell.

The past year has been marked by general good health. Of the various epidemic diseases, — which were very prevalent in the city and the neighboring towns, — only the measles invaded one of the departments of the institution, that of the girls, early in April, and eight of the pupils were taken ill with the disorder at different times. Thanks to the managers of the city hospital, most of the little patients were placed there, and received proper treatment. They all recovered and returned to their work, save one, Maud Elliott of Pretty Marsh, Maine, who, while convalescing, was attacked by membranous croup of a malignant character, and died in less than twenty-four hours after the mortal malady set in, deeply lamented both by pupils and teachers.

With this exception, the health of the household

has been exceedingly good. No accidents or cases of severe illness of any kind have occurred.

I avail myself of this opportunity again to express my hearty appreciation and grateful acknowledgments to the superintendent of the city hospital, Dr. George H. M. Rowe, and his assistants, for the readiness with which they received those of our children whom we were obliged to send to them, and for the excellent care and friendly attention which they have bestowed upon them with such unfailing kindness.

The department for contagious diseases connected with that institution is a blessing to the poor and laboring classes, and a very important factor in the general health of a city like ours, where, for the sake of economy, large numbers of people are herded together in immense tenement houses, all to breathe the same foul air, and all equally exposed to the incursion of epidemics. Besides affording the means of skilful treatment and nursing to the sufferers and great relief to many a distressed household, this department of the city hospital removes the seeds of infection from the propagating hotbeds of pestilence, thus impeding their germination, and serves to check its expansion and to prevent its spread. For these reasons the steps already taken by the proper authorities to increase the capacity of this branch of beneficence and improve its efficiency, are praiseworthy and merit public commendation. At

the same time let us hope that the enterprise will soon receive due consideration from our philanthropic citizens in all its bearings, and that private munificence will not be slow in supplementing municipal appropriations and aiding to bring it to a state of completeness, both as regards the size of its accommodations and its internal arrangements for separation and isolation.

Changes in the Staff of Assistants.

"Life is arched with changing skies."

Wm. Winter.

The policy of this institution has ever been to select its officers and employés with sole reference to their qualifications, unbiased by any other consideration; and it has been its good fortune to retain their services for long periods. Each year there have been so few changes in the staff of assistants as to be scarcely perceptible. Thus the efficiency and usefulness of our instructors were constantly growing, since the good natural abilities and the large and varied attainments which they had originally possessed were steadily enhanced by the consummate skill which experience alone can give.

I am exceedingly sorry to report, that this chain of familiar faces was somewhat broken at the close of the last school session, and that several of its

links have had to be replaced. As Longfellow expresses it,

"Nothing that is can pause or stay."

Early in the spring Miss Julia R. Gilman, who was absent on leave, notified me, that, as the continuance of her participation in the management of her sister's school was deemed indispensable, she was obliged to ask to be released from the agreement to resume her usual duties with us this autumn. Miss Olive A. Prescott, who, as a substitute, proved to be an excellent teacher and a most unselfish and tireless helper, was compelled by the sudden death of her father in June last to withdraw from our work and to stay at home and administer his affairs. Miss Etta S. Adams and Miss Frances B. Winslow resigned at the end of the term, the former to take care of an aged mother who is in feeble health; and Miss Marian A. Hosmer's connection with the institution was only temporary, and, according to previous mutual understanding, was to terminate on the first of July.

The vacancies thus created have been filled by the appointment of Mr. Jay M. Hulbert, a graduate of Dartmouth college, as principal teacher in the boys' department; Miss Annie K. Gifford and Miss Harriet D. Burgess, both graduates of the state normal school at Bridgewater; and Miss Anna S. Low, a graduate of the state normal

school at Westfield. Miss Frances B. Winslow has kindly consented to continue her labors with the boys' kindergarten classes for three months, and to initiate her successor in the details of Froebel's system of training.

There have also occurred three changes in the music department. Both Mr. Frank H. Kilbourne and Miss Lucy A. Hammond have declined a reëlection, — the former to become a member of a firm for selling pianofortes in this city, and the latter to enter the matrimonial sanctum under the guidance of a sightless mentor. About ten days before the beginning of the present school term, one of the music readers, Miss Iola M. Clarke, informed us that she was ill and unable to resume her work. These places have been supplied by the engagement of Mr. Elmer S. Hosmer, a talented young man of good parts and a graduate of Brown university; Miss Della B. Upson, a graduate of the New England conservatory; and Miss Daisy S. Monroe of Waltham.

All of these new appointees give evidence of suitable qualifications, and have entered upon their allotted duties with an appreciation of their importance, which promises much usefulness in their respective positions.

Notwithstanding the unusually large number of changes which have just taken place, it affords me much pleasure to state, that the greater portion of the corps of officers still consists of tried and

faithful persons, who have devoted their lives and energies to the advancement of the interests of the institution and the welfare of the blind with exemplary zeal and self-forgetfulness, and who continue to work and act, quietly and conscientiously, without the stimulus of praise, the incitement of profit, or the hope of glory. For each and all of these I would bespeak the encouragement of your confidence and support.

Scheme of Instruction and Training.

"Ut sementem feceris, ita metes."

Cicero.

The system of education, which has been fully described in previous reports, has been pursued with steadiness, and, in general, with satisfactory results. The main principles which enter into this plan and constitute its framework, are substantially the same as they were when adopted by the great founder of the institution, Dr. Howe; but constant improvements have been made in the methods for carrying them out.

The branches embraced in the literary department have been carefully taught and faithfully learned. The study and practice of music have continued to form an important part in the curriculum of our school. Training in the handicrafts has been as valuable an adjunct in our course of instruction as ever; and the exercises both in the

gymnasium and the play-ground have been carried on with regularity and with beneficent effects to the health and strength of the participants.

The chief aim and end sought in the prosecution of this system is the complete development of the several functions and powers of the mind and body, and the efficient equipment of our pupils for the fullest and freest activity.

A brief review of the operations of each of the various departments of the institution during the past year will help the reader to form some idea of the amount and general character of the work therein performed.

Literary Department.

"Learn to live, and live to learn,
Ignorance like a fire doth burn,
Little tasks make large return."

Bayard Taylor.

The object of this department is to extinguish the fire of ignorance from amidst the children and youth who come within its province, and to light in its place that of knowledge and intelligence.

The returns gathered during the past year in this field are larger than heretofore, and the amount and value of the work accomplished by both teachers and pupils is creditable to the skill and fidelity of the former and to the industry and application of the latter.

The main idea in our system of instruction has

been to proceed according to the directions pointed out by nature, and to keep constantly in view that her maxim of training is "action."

Rousseau's suggestion, that "impressions on the senses supply the first materials of knowledge," has received due attention, and teaching by means of sensible objects has been a leading feature in our school. Neither pains nor expense have been spared in increasing our facilities and enriching our collections of specimens and models for this purpose, and most satisfactory have been the results already obtained.

But even this system, — though far in advance of those in vogue, which are purely mechanical, drilling the memory to the neglect of the understanding, and cramming the mind with confusing rules and abstruse definitions without stimulating thought, — seemed to have a tendency to formality and routine. This was unmistakably the case when practised by instructors brought up in the traditions of the past, and wanting in the faculty of inventiveness. Thanks to the ingenuity and patient endeavor of some of our teachers, a new element of vital importance has been introduced, and thus a decided step forward has been taken. Several classes of the younger children have been led not only to handle tangible objects of various kinds, as our pupils have always been taught to do, examining them carefully and ascertaining their qualities and characteristics, — but to make

them. The impetus in this direction was chiefly given by the adoption of the kindergarten plan, and the fruits of this system in its adaptation to the development of other studies, are clearly manifest in the geographical, botanical, zoölogical and anatomical models, which are prepared by those of our scholars who have been trained under the influence of Froebel's methods. These models show conclusively, that plastic clay and other pliable materials, used discriminatingly as a means of illustration, and most especially as an incentive to creative thought, will prove more valuable and potent in the instruction of the blind than a great portion of the rubbish which is treasured in many a text book.

I cannot refrain from observing in this connection, that, helpful and valuable as methods, processes and all other external auxiliaries are to the teacher, his real power lies in himself, his personality, his character, his spirit and his attainments. An earnest, vigorous person, animated by high aims and an enthusiastic devotion to his work, deeply in love with any subject in which he has steeped his own soul, will awaken something akin to his own zeal in the minds of his pupils, kindle within them a taste for learning, arouse their dormant energies, call into exercise their dawning faculties, impart to them of his own knowledge, and incite them to independent research. His

method is simply his way of doing this. He does not borrow it from others; he originates it.

If, as Bacon says in one of his essays, "reading maketh a full man," the majority of our scholars manifest an upward tendency toward fulness and ripeness. They do not keep the tips of their fingers rusty or idle. On the contrary, they employ them diligently in the perusal of embossed publications of their own choice, not only on one evening of the week, which is appropriated for this purpose, but at all spare and unemployed times; and they derive much pleasure and not a little profit from the occupation. Of the character of the books which are placed in the hands of our pupils, and of the eagerness with which they seek and use them, the following statement, written by one of our teachers, Miss Mary C. Moore, will give a fair idea: —

"Subtilely but surely what we read becomes a part of our inward life and reappears in our outward acts. We read; we think; we dream; we do. Such is the sequence, and perhaps the most difficult problem for educators today to solve is: How shall young people be kept from narcotics and deadly poison in print?

"It is an immense relief to the teachers of the blind to know that their pupils are absolutely cut off for nine months of the year from the woful influence of inferior books. Our experience proves that a pure literary taste is cultivated with the greatest ease by the simple expedient of supplying the children with good books. The rapidly increasing library is the means

to that long-desired end. The following may serve to illustrate this point: — When the translation of 'Heidi' (for which let all children and all lovers of children be grateful evermore) appeared, the book was read to a large class. When, a few months later, 'Heidi' was issued by the 'Howe Memorial Press,' it was eagerly reread, and children, struggling through their third and fourth readers in school, took 'Heidi' from the library for the clear delight of reading it themselves. An independent communion with the purest and best thought; — this is the gift that the printing fund has bestowed upon the blind of New England, and without doubt there is a steadily growing appreciation of the blessing.

"In the realms of literature the blind have no limitations, and ere long they will wander at will without a guide throughout her fair domains. Historians will speak to them; — scientists will show new wonders to their amazed understanding; — they will walk on the heights with philosophers; and rest in the universal truths that poets alone can teach."

The library of the institution is gradually becoming a prominent factor in its educational work, and a perennial source of learning, from which the blind of New England are able to draw wisdom and pleasure according to their several needs and capacities. Our collection of books is growing in size and improving in quality from year to year, and will be rapidly converted into a vital force available to all who are disposed to seek and enjoy its blessings.

Music Department.

"When griping grief the heart doth wound,
And doleful dumps the mind oppress,
Then music, with her silver sound,
With speedy help doth lend redress."

Shakespeare.

Music has continued to be taught here both in theory as a science and in practice as an art, in a thorough manner worthy of its real dignity and true value, and has been studied not merely as an accomplishment, or with a view to its usefulness as a profitable profession solely, but as a means of intellectual culture, æsthetic refinement and moral development.

The teachers have discharged their respective duties with due diligence and scrupulous care, and the results of their efforts have been very satisfactory.

The number of pupils who have received instruction in this department during the past year was ninety-four. Of these, eighty have studied the pianoforte; twelve, the cabinet and church organs; twenty-four, harmony in four separate divisions averaging six members each; six, the violin; eight, the clarinet; sixteen, brass instruments; eighty-one have practised singing in classes, of which we have five, and seventeen have received private lessons in vocal training.

The exercises of the normal teaching classes

have been carried on in a practical and most thorough manner, and twenty-one of our advanced students have participated in them with great profit.

Our band has been drilled to a high degree of efficiency, and has rendered excellent service both in and out of the institution for many years past. But instruction in brass and reed instruments is not given solely for the purpose of maintaining a group of practised players for public occasions. It aims also at the general musical culture and the individual benefit of the scholars themselves. There are several among them who are becoming quite proficient on the cornet, the clarinet and the baritone and alto horns. They are under the tuition of men who are noted in their profession both as performers and as instructors, and they have every incentive to strive to attain artistic mastery in their respective instruments, and to use them advantageously both in teaching and playing, when they leave school and are thrown upon their own resources. Efforts in this direction have in many instances been attended with most gratifying success. The method which they usually employ in learning their lessons is very simple. They copy the notes of a composition from dictation in the Braille point system of musical notation, and then they commit them to memory by means of reading them over with their fingers. Music so transcribed remains their personal property, and is carefully

preserved for future reference. Thus their repertoire is ever increasing. Those of the young men, who, after graduation, wish to establish themselves at their native places or elsewhere either as workmen, tuners of pianofortes, or teachers of music, can have no better means of making themselves generally known than by being able to play an instrument acceptably in a church vestry, in a fair or in the concert hall. In fact, the demands upon our pupils for such service, even while they are still in school, are inconveniently numerous.

Our collection of musical instruments of different kinds has received several needed additions of a minor character, and one of the concert grand pianofortes, which has been in use for some time past, has been exchanged for a new one.

Besides the uncommon advantages and facilities for the study and practice of music with which our pupils are favored at the institution, they have been permitted to attend most of the best concerts given in Boston, in which the works of the great masters, Händel and Bach, Beethoven and Mendelssohn, Schumann and Chopin, and of many others of a recent date, interpreted by a complete and fine orchestra and by eminent artists and well-drilled choruses, inspire them with the sense of the highest power of music and its most sublime conceptions, and reveal to them depths and heights of elevated thought, of profound feeling, of noble aspiration and of lofty imagination.

For these numerous and most valuable opportunities for musical culture and artistic refinement which are afforded to our scholars in so generous and munificent a spirit, our cordial thanks and grateful acknowledgments are hereby tendered to their kind friends and liberal benefactors, whose names will be given in full elsewhere.

Tuning Department.

"It is the lark that sings so out of tune,
Straining harsh discords and unpleasing sharps."

Shakespeare.

As the links in the chain of the industrial occupations of the blind are gradually broken one after the other by the constant invention and use of machinery and the division of labor, those avocations which still remain remunerative for them in the midst of sharpest competition, should be thoroughly cultivated and be made productive of the greatest possible good.

The art of tuning pianofortes is one of the most lucrative employments pursued by our graduates at the present time, and the department devoted to its study has continued to receive all the attention which its practical value and useful purposes merit.

The instruction given in this department has been thorough and systematic, and every facility has been afforded to its recipients for steady practice and efficient training.

The contract for tuning and keeping in good repair the pianofortes used in the public schools of Boston has again been renewed for another year on the same terms as the last. This is the ninth time that the work of our tuners has received so emphatic an approval and high recommendation from the committee on supplies of the school board, and we are most grateful to its members for it.

As an interesting illustration of the recognition of the value of the training conferred in our tuning department, mention may be made of the fact, that there is an increasing confidence in the work of our tuners all over New England and elsewhere, and that none of them who is honorable in his conduct, agreeable in his manners, honest in his dealings, prompt in his engagements, free from unclean habits, and industrious at all times, is wanting employment.

Technical Department.

"'Labor is worship!' — the robin is singing:
'Labor is worship!' — the wild bee is ringing.
Listen! that eloquent whisper upspringing,
Speaks to thy soul out of nature's great heart."

Mrs. Osgood.

The importance of manual labor as the best means for the moral perfection and prosperity of the individual has been duly recognized in this institution from the date of its foundation, and instruction in handicraft has been combined organically with the whole scheme of education, and has been made to

support and coalesce with all the other studies and occupations pursued in the school.

In conformity with the rules and regulations of the establishment, the pupils of both sexes have spent a part of their time in their respective work-rooms, where they have been trained by competent and faithful teachers in various mechanic arts, and a brief review of what has been accomplished in each of the two branches of the technical department of the institution seems to be in order here.

I. *Workshop for the Boys.*

Under the diligent direction and efficient supervision of Mr. John H. Wright, who, in his quiet and unostentatious way, is rendering most valuable service to the cause of the industrial and physical education of the blind, — our boys have been trained to use their hands dexterously, and have made satisfactory progress in their work.

No new trades have been introduced in this shop during the past year; but the art of mattress-making, which, compared with other mechanical employments, seems most profitable for the blind, received special attention at the beginning of the present school session. Mr. Walter H. Fiske, a young man of earnest purpose and good ability, has been engaged assistant teacher, with a view to devoting most of his time to giving instruction in this branch, new machinery has been added, the room has been enlarged, and appliances have been provided for

several apprentices to work simultaneously with convenience and comfort.

In business, practice wisely and assiduously improved, is the secret of success, and this fact we are striving to impress upon the minds of our pupils at all times and in every possible way.

II. *Workrooms for the Girls.*

These rooms are most of the time hives of industry, and if our girls do not sing aloud "work is happiness," they show it by their activity.

Besides sewing and knitting, both by hand and machine, they have been taught to crochet and to make hammocks, and a great variety of articles of fancy and worsted work, most of which are advantageously disposed of at the weekly exhibitions.

Laura Bridgman spends a part of her time every day with the girls, and it is very touching to see her now threading the needle of some one with the tip of her harmless tongue, now helping others to take up dropped stitches, and always eager to be of service to those who need assistance.

The articles sent to the exhibition, which was held in Amsterdam, last August, in connection with the Vth international congress of the instructors and friends of the blind, were among the finest ever made by our scholars, and they did great credit to their skill and taste.

Both Miss Abby J. Dillingham, the principal teacher, and her assistant, Miss Cora L. Davis, are

heartily devoted to the progress of their pupils, and they take a deep interest and a commendable pride in the excellence of their work. They are constantly on the alert for introducing improvements, and for opening new paths of usefulness to those who are placed under their charge.

An Indian woman has been employed during the past year to teach some of our girls the art of making fancy baskets of different sizes and shapes, with fine strips of shavings colored in various tints, and several of them have become proficient in it. This was the third attempt which we have made in this direction, and I am glad to say, that it proved quite a success. The sole obstacle to the steady and profitable practice of this handicraft by our graduates lies in the difficulty of securing a reliable and unfailing source of raw materials, which are at present under the exclusive control of the Indians.

Department of Physical Training.

"To be strong
Is to be happy."

Longfellow.

A superstructure of intellectual achievement and moral excellence can no more be reared upon the foundations of an enervated and unsound body, than a magnificent temple or a beautiful cathedral can be securely built on shifting sands and decayed timbers.

Hence any scheme of education which pays

special attention to the training of the mind, and fails to provide properly for the necessities of the physical organism, is one-sided and faulty. It is in direct opposition to the principles of physiology, and is radically and fundamentally defective. The development produced by its means is unsymmetrical, and will not yield the best results. No matter how clever and well informed an individual may be, if his mental equipment has been acquired at the expense of his material frame, he is sadly weighted in running the race that is set before him, and disaster sooner or later is very liable to overtake him.

"The best brain," remarks Herbert Spencer, "is found of little service, if there be not enough of vital energy to work it, and hence to obtain the one by sacrificing the source of the other is now considered a folly, a folly which the eventual failure of juvenile prodigies continually illustrates."

Reason, experience and the testimony of science, all combine to show, that the training of the body and keeping it in good health and strength is a condition *sine qua non* for the sanity and growth of the indwelling mind.

But, if physical culture is so great a necessity and indispensable factor in the education of seeing persons, in that of the blind, whose infirmity is unquestionably a positive hindrance to the free and uninterrupted exercise of the muscular system, and

very often undermines the bodily powers, it is demanded with tenfold force.

The importance of this fact has been fully recognized in our school, and the roots of our system of education are planted in the gymnasium, where a series of well chosen and beneficial exercises, consisting of calisthenics, military drill, swinging, vaulting, marching, climbing and the like, have been regularly pursued under the direction of experienced and competent teachers. With but few exceptions, designated by our medical inspector for good and sufficient cause, the pupils of both sexes have devoted four hours per week to physical culture by means of gymnastics.

The results of this training, blended with the effects of the exercise which they are required to take at intervals on the piazzas, the gallery, and in their daily walks, are very conspicuous in the development of bodily strength and elasticity, the power of endurance, the grace of carriage, the symmetry in growth, the vivacity in movement, and the suavity in manners of the majority of the participants.

"Because the sunlight dances on the sea,
Which smiles beneath a blue unclouded sky;
Because the little waves break joyously
And catch the rainbow tints that through them fly;
Because our ship sails smoothly o'er the main,
With snow-white canvas and a favoring breeze:
Because the hearts on board feel naught of pain,
And tranquil days bring nights of dreamful ease;
Because we fear no shipwreck or distress,
And sail secure from friendly port to port, —
Shall we believe each voyage like to this,
And, safe ourselves, give other ships no thought?"

LE ROW.

All the children who embark in the voyage of existence do not traverse the vast ocean of human life on staunch and perfect ships. Nor do they glide invariably on smiling waters beneath a blue, unclouded sky. Far from it. On the contrary, some of them sail on defective and unseaworthy vessels in the midst of frowning darkness and sullen waves, and, with tattered sails or rudder gone, and sailors disabled on the deck, are struggling with the tempest, and oftentimes in danger of becoming a hopeless wreck.

This is the case with the little sightless waifs for whom we plead. The fragile craft which bears these children, navigating under the rage of a black storm through foaming surges and breaking billows and surrounded by multifarious perils, hoisted some time ago a signal of distress, and a

thrilling call for help was sent ashore. Earnest appeals on behalf of the tiny passengers were repeatedly made to the community; and their rescue became a public concern.

In order to fully understand the magnitude of the affliction of little blind children among our poorest classes, and to realize the immensity of the disadvantages arising therefrom, let us look for a moment at the educational and æsthetic benefits derived from the sense of sight, and compare them with the privations attendant upon its absence.

The chief part of all human learning is wrought early in life. Childhood is the most valuable period for formative purposes. Education is then carried on unconsciously. Curiosity impels the senses to activity, and the subsoil of the intellectual faculties is gradually cultivated. The outer world affords uncommon facilities for the best and simplest kind of schooling. In the words of Pope,—

> "Unerring nature, still divinely bright,
> One clear, unchanged and universal light,
> Life, force, and beauty must to all impart,
> At once the source, and end, and test of art."

Nature is always busy with children, and keeps them in continual training. She opens before and around them a gorgeous and ever changing panorama, and from the first dawn of their intelligence they are favored with an uninterrupted series of lessons of various kinds. The radiant sunshine

glistening upon the leaves and on the impearled gems of the morning dew, and playing in delicious currents of warmth over the reeking earth; the meadow spreading away under its golden flood and rolling and rising in endless waves, bearing like white-specked foam upon their crests a sea with here and there a floating patch of crimson clover or yellow haze of buttercups; the pastures clothed with flocks; the crystalline founts springing up and showering down amidst the clusters of the jasmine and the rose; the forest with its copious streamlets and majestic trees; the stately pines uplifting their fretted summits tipped with cones ; the oaks tossing up their broad arms with a spirit and strength that kindles the dawning pride and purposes of the beholder; the hills climbing green and grand to the skies, or stretching away in distance their soft blue, smoky caps; the ranges of lofty mountains with their "snowy scalps pinnacled in clouds;" the fiery volcanoes belching forth awful flames with torrents of ashes, and sending up volumes of curled and solemn smoke; the brooks flowing through rocky passes and among flowery creeks and nodding ferns, and filling the woods with light; the rivers "pouring slantwise the long defiles," or marching calmly to the deep through sombre leafy screens and smiling verdant vales; the giant ocean sparkling in glee or swelling in anger and "leaping from rock to rock in delicious bound;" the grandeur of the heavens, bespangled with their Pleiades and with innumer-

able other isles of light piercing through the mellow shade and glittering like a swarm of fireflies tangled in a silver braid, — all these, together with the works of art and the inventions of human ingenuity, afford an ample field for mental development and moral culture to those who have eyes and can see. They train their senses to keenness, refine their taste, mould their habits, foster in them a tendency toward the true and the natural, give breadth and depth to the hopes and aspirations, and strengthen the more manly qualities. Through their silent influence the perceptions are ever at work observing, comparing and contrasting, while the sentiments, the imagination, the reason and the conscience are undergoing a corresponding evolution, and a mastery is being won over every physical power.

"One look on nature's open face
Should be enough to give her grace
To life and thought, to bid us be
More like herself as day by day
We journey through time's highway.

. . . . . .

The nearest scene, the scene afar,
The twilight gleam, the twinkling star,
The shining of a crystal sea,
All these are joys whose blissful stay
Seems born to never fade away."

Many of the pages of this wonderful and most instructive book of nature are blank to the blind.

They have no means of access to its treasures, no feasts over its contents. From the moment that night, the "sable goddess, from her ebon throne, in rayless majesty, stretches forth her leaden sceptre over them" and draws her sullen curtain around them, both the jewelled mantle of the sky with its countless living sapphires, which she gathers around her regal form, and the cheerful face of the young Phœbus are vanished from their view, and ever-during darkness falls precipitate over them. Their horizon is completely veiled, and they can obtain no distinct perception of the prodigious variety of objects which lie beyond the radius which can be spanned by the length of their own arms. As Thomson expresses it, —

> "At every step,
> Solemn and slow, the shadows blacker fall,
> And all is awful listening gloom around."

This barrier which exists between the mind of the blind and the outer world, aside from depriving them of one of the most prolific and unfailing sources of instruction and joy, acts as a disturbing force in the order of the development of the different intellectual and moral faculties which go to form character, undermines the vitality of their bodily organization, and renders them as weak and irresolute in thought as they are feeble and flabby in fibre. Its effects, as seen in a large number of individuals, are somewhat like those of light

coming upon a plant from one side only and causing it to grow crooked.

A system of broad and liberal education, based upon sound scientific principles and taking cognizance of the physical peculiarities and psychological phenomena arising from the loss of sight, is the only means which can counteract the influences of the privation to which the blind are subject for life, reduce its consequences to the minimum, and enable its victims to rise superior to fortune and win victory from adversity itself. Without this aid,

> "Life would be a dreary load
> Along a rough and weary road."

Unfortunately this blessing does not cover the whole ground at present. As has been repeatedly stated in these reports, there is in New England a large number of blind children from four to nine years of age, who are deprived of the common education of those who see. Their birthright to regular and systematic instruction is wholly ignored on account of their infirmity. There is no provision of light to illumine their pathway and reveal to them the many things that otherwise must lie hidden in darkness. They are allowed to grow under the shadows of the most profound ignorance.

But, black as the landscape is, the background is gloomier still. For most of these hapless human beings are secluded in homes, which often are comfortless and in some instances even vicious,

and are allowed to vegetate like untamed creatures. From the very nature of their calamity they are doomed to idleness and inertia. Hedged in by their affliction and by the dangers and privations which beset their surroundings, they are without occupation, and have nothing to incite them to action and to aid them in receiving impressions or information from the outside world. They are shrouded from infancy in a ceaseless gloom that has settled down like night upon them. They live in a state of the most grievous destitution and degradation. They waste away under the rust of neglect, and not infrequently for the want of sufficient food and raiment and proper care. Unnurtured, untaught and unhelped, they are fated to grow like useless weeds in the swamps of misery and the low lands of wretchedness.

"Meagre their looks,
Sharp misery hath worn them to the bones."

The tainted air which most of these unfortunate human beings breathe in the foul tenements and the dirty streets and filthy alleys of the larger cities, is sapping their vitality, poisoning their blood, sowing their bodies with the seeds of disease, or fostering the germination of those maladies already planted by inheritance, and rendering them unfit to contend in the struggle for existence. Moreover, their environment is pregnant with a variety of pernicious influences, which stunt their natural

growth, and produce such physical peculiarities, intellectual distortions, and moral deformities as no amount of skilful training in later years can remedy. A gradual stupefaction, which in some instances steals over their minds, ends in feeble-mindedness or hopeless imbecility. It is no hyperbole to say, that the cradle is a curse to most of these children, their life a series of troubles, their daily bread eaten in tears.

"These miseries are more than may be borne."

But there is no doubt, that in the souls of these children there are the germs of some blossoms of good and promise, which would open, if they could only find sunshine and free air to expand them. The light of truth and knowledge, of honor and love, can be introduced into the minds and hearts of these victims of affliction by means of a thorough education ; and, by the aid of early and efficient training, they can be rescued from the very jaws of intellectual and moral darkness, and made good, active, helpful and useful men and women. As the primroses and violets lie in ambush till the first warm breath of the spring bids them reveal themselves, so the minds of these lowly waifs remain buried in the sepulchre of neglect and rust, waiting for the angel of kindness and of benevolent generosity to roll off the stone from the entrance to their prison, and to call them forth to resurrection and life. Each one

of them has powers within him which can be developed and brought to fruition, and it is of the utmost consequence, that they should have a fair opportunity to unfold their higher nature, and to be so trained as to become self-supporting, and to have in their own hands the means of earning an honest livelihood.

> "In each life however lowly,
> There are mighty seeds of good.
> Still we shrink from all appealing,
> With a timid, 'if we *could*.'"

In the early history of this institution, Dr. Howe used to receive some children at the tenderest age and educate them under its roof; but, owing to the rapid growth of the establishment, this practice was necessarily discontinued many years ago, and there is now no provision for them whatever, either here or elsewhere. The result is, that our school is sadly crippled for want of a prepatory department, where the sightless waifs may be kindly treated, parentally cared for, and methodically assisted to acquire under proper guidance those elementary ideas which seeing children of the same age obtain through their play and from their use of the eye in observation.

In order to supply this fundamental and indispensable step in the ladder of the education of the blind, a kindergarten school, where all the little sightless waifs can be at once removed from

their dismal abodes and injurious surroundings and placed under suitable care and home-like influence, is absolutely needed and imperatively demanded.

This infant institution should be, in all its domestic arrangements and educational appointments, a complete and sunny nursery, in which the germinating faculties and budding powers of early childhood shall be skilfully drawn out and properly developed and directed into their legitimate channels of activity, — and Froebel's system of education, which is most admirably adapted to the condition, special wants and peculiar requirements of the blind, should rule supreme in this new establishment, and be the alpha and omega in its methods of training.

This wonderful system is the true starting-point on the royal road of learning, and is unapproachable as an ethical and educational agent. It is rational in its essence, broad in its principles, natural in its methods, rich in its resources, and boundless in its humanity. Through its benign influence the sombre and lowering clouds of dismal empiricism and stiff formality are lined with the silver streaks of thoughtful science and cheerful naturalness, and the tiny human beings who are fortunate enough to be placed under it grow and flourish as steadily as the plants spring up and thrive in a fertile soil under the genial warmth of the sun and the dew of heaven. By a

graduated series of plays and gifts, of exercises and occupations, of singing and merriment, the children are unconsciously led to observe attentively, to perceive correctly, to listen intelligently, to apprehend readily, to think spontaneously, to acquire accurate notions of things, to express themselves clearly, to gain bodily activity and manual dexterity, and to cultivate a taste for labor, an appreciation of beauty and a love for truth and goodness, which form the groundwork of industrial, æsthetic, and moral education. Happiness, self-reliance, helpfulness, confidence, self-forgetfulness, improvement in health, development of the ideas of number and form, nice discrimination, and habits of neatness and cleanliness, of kindness and courtesy, of order and industry, all these develop fully and freely under the kindergarten system. Here the dumb needs of the children are met, their blind energies directed, their unasked questions answered in anticipation, their groping fingers clasped in a firm yet tender hand and guided to tasks which reward the labor of learning, and thus the pupil grows in faith and hope as he ripens in experience and wisdom. Here, while the senses are sharpened, the mental faculties unfolded, and the tissues of the physical structure invigorated, the intellect is built up high with knowledge, the doors to productive force and creative power are unfastened, and the moral

foundations of the character are laid deep in the heart.

Of the great and lasting benefits of the kindergarten with special reference to the case of the blind we have so ample a proof and convincing testimony in facts, that we need not waste many words. During the past five years Froebel's system has been introduced and practised in our school, and its results have been truly marvellous. Pupils whose faculties had been weakened and enervated by unwise indulgence or benumbed by the frost of privation, and who, sinking gradually into sluggishness and idiocy, were averse even to locomotion, and unable so much as to tie the strings of their shoes, have been reclaimed, and have made remarkable progress. Boys and girls who seemed entirely helpless, and had no command whatever of their hands, have been aroused to energy and activity through its ministry. Moreover, its progressive spirit has penetrated into every class-room, creeping silently into the thoughts of every teacher, and thus some of the lingering shadows of past methods have been touched by the brightness of the coming morning.

For the establishment and endowment of a separate kindergarten and primary school for little sightless children, around which cluster so many hopes and reasonable expectations for the future welfare and prosperity of the blind, a movement was inaugurated in 1882, and it has been carried

on ever since with unrelaxed energy and unyielding firmness.

This enterprise, born of pure benevolence and nursed in the earnest desire of carrying the lamp of intellectual and moral light to those who are denied the splendor of heaven and the beauties of external nature, has no selfish purpose in contemplation. It aims at the deliverance of all classes of sightless children, regardless of race, color, creed or condition. Its benefits are to be extended all over New England, from the darkest and most joyless tenement houses in the city to the dreariest and most remote hamlets in the country. Its importance in a philanthropic and educational, as well as in an economic and social point of view, is too evident to need demonstration or argument. Like some towering mountain-peak, it is impressive from whatever side it is approached. Presented in its true light, developed with proper energy, maintained with unfailing perseverance, and imbued with the spirit of reliance upon its own inherent goodness and upon the fair-mindedness of the community, the project has commended itself to the feelings and to the judgment of our fellow-citizens, and has received that degree of public attention, which is a sure pledge of success. The call for aid in its furtherance was as swift in reaching many a wise head and tender heart,

"As is a wingèd messenger from heaven,
When he bestrides the lazy, pacing clouds,
And sails upon the bosom of the air."

The devotion of our pupils to the proposed kindergarten has continued to be as ardent as ever, and their zeal for the promotion of its interests and the fruition of its promise has been truly unparalleled. They have consecrated themselves afresh solemnly to its work. They have labored incessantly, in season and out of season, to keep the enterprise before the public, and to enlist the coöperation of those who have the stewardship of riches, in its behalf. They have omitted or left undone nothing which could be of service to the cause of their tiny sisters and brothers in misfortune. The difficulties in their way seemed innumerable and almost disheartening; but they seized upon the girdle of Hercules with admirable alacrity. Concerts, entertainments, exhibitions and personal appeals have been resorted to in succession; and there is ample proof, that they have not failed of their purpose. Feebly as the little fingers have struck and played on the master-chord of beneficence, whose enchanting music has been so often heard in our community, they have drawn forth tones of cordiality and good will, which encouraged and bade them continue their course unswervingly. The icicles of indifference melted away under the rays of the sun of earnestness and determination.

Sparks of genuine enthusiasm, thrown out from the souls of these little laborers, fell into the wide circle of the community at large, and lighted living fires in many helpful and feeling hearts. The sympathy of children and youth, as well as of grown persons, was generally aroused, and their hands were stretched forth in aid. Seldom has a movement appealed so strongly to the current of popular feeling. The poor from the rude bench of toil, the rich from their velvet cushions of ease and affluence, the strong and healthy from the field of their occupations, the lame and invalid from the depths of their imprisonment, all vied with one another for the opportunity of rendering the lives of their little blind friends more bright.

The methods adopted by all these kind helpers to raise money for the benefit of the kindergarten were both numerous and very fruitful, and they were only exceeded in touching interest by instances of self-sacrificing generosity on the part of those poor little ones who had but a "mite" to give. The exemplary readiness and pleasure with which one of our sightless girls parted with a portion of her Christmas presents in order to contribute them to the tables of the bazaar organized and carried out by her schoolmates was matched by the precious offering of a very little fellow, a pupil of the Cottage place kindergarten, who,—having attended a fair held for the benefit of our infant school and not having a single penny to bestow, —

sent his top, the only plaything of his possession, to be given to one of the younger boys of this institution. Such deeds, prompted by the instincts of true philanthropy, — which is the best leaven for the heavy dough of human selfishness, — are more than pathetic and significant; they are almost heroic, and carry in themselves the elements of a hallowed future.

> "There they stand,
> Shining in order like a living hymn
> Written in light."

It is impossible to give a detailed narrative here of the ways and means devised by the children and their coädjutors during the past year in Boston and various other cities and towns, for the purpose of obtaining substantial support for the kindergarten, as well as of the results accruing therefrom, and we must refer the reader to the accounts of the treasurer, where will be found a complete list of the names of the contributors to the fund, and of the amounts received from each and all sources.

The results of these efforts, rich as they were in sympathy and kindness and good will, and in touching incidents of self-sacrifice, were insufficient in a pecuniary point of view, however, and the prospect of investing the enterprise with a tangible form seemed rather remote. But to the steady stream of the offerings of the people of moderate circumstances, which could scarcely rise above the

rocks and stones of the brook-bed, was added the current of a few large donations, which swelled it in volume and increased the force and rapidity of its course.

The proceeds of the fair held in the autumn by Mrs. J. Huntington Wolcott in her house, amounting to $4,612.89, were the first copious spring, which was turned into this stream of beneficence. Under the auspices of this noble lady and most devoted friend to the cause of the blind, Mrs. Francis Brooks and a group of young ladies of unbounded philanthropy and high social distinction, labored most assiduously to achieve what proved a grand success.

A few months later a most munificent gift of $10,000 was sent to us by a Boston lady, whose name is withheld from the public ken in compliance with her wishes, but it will be indelibly engraved in the hearts of scores of sightless children and their helpers. This was truly a royal present, and all the more precious, because it was wholly voluntary and unsought. Who shall come after this queen of benevolence? Such an example of princely liberality is indeed rare. But why should it be so? Are there no others in our community, who might, with no sacrifice of comfort, give an equal amount of money, thus following with steady footsteps in the celestial track of generosity? Can it be true, that the sensibilities of the great majority of the knights of wealth are so

hardened by the greed for accumulation as to render them utterly indifferent to the woes of suffering humanity? But,

> "That man may last, but never lives,
> Who much receives, but nothing gives;
> Whom none can love, whom none can thank,
> Creation's blot, creation's blank."

The receipt of the above-named donations, as well as those of Miss Ann Wigglesworth, Mrs. Sarah S. Russell, Mr. Francis Brooks, and several others, to which we cannot refer without feelings of the deepest gratitude and the most profound reverence, enabled us to come to a definite conclusion with regard to the purchase of a suitable lot of land for the establishment of the kindergarten. Honor and praise to the wisdom and foresight of all the members of the committee in charge of this project, but especially to the energy and sagacity of their indefatigable chairman, Mr. Samuel G. Snelling, — whose cordial sympathy and noble enthusiasm for the cause of the blind, are among the strongest forces in its advancement, the negotiations in this direction were conducted to a successful issue. The Hyde estate in Roxbury was secured for thirty thousand dollars, and thus the foundations of the infant institution were laid deep and broad on a solid rock.

This site comprises a tract of six acres and thirty rods of land, and is most eligible in every

way. It is only three miles and a half distant from the city hall, and very accessible both by steam railroad trains and horse cars, the latter passing in front of it. The grounds are high and dry, and the entire vicinity is most healthful and desirable for the growth of such an institution as we intend planting there. Allowing sufficient space for a group of eight commodious cottages, — each separate from the others and calculated to accommodate from thirty-five to forty persons,— and also for a central or administration building, large enough to contain school and music rooms, a library and a hall, offices and a museum, workshops and a gymnasium, there will be ample room left for extensive play-grounds, court yards, flower gardens, lawns, shade trees, and the like.

As soon as we obtained possession of the property, measures were taken at once to put the premises in order, and to provide for the opening of the nucleus of a kindergarten at the earliest possible date, with a dozen or fifteen tiny pupils selected from those among the numerous and eager applicants, who are exposed to pernicious influences and must be at once rescued from the clutches of debasement and distress which surround them. As none of the three old dwelling-houses on the place was found, on thorough examination, suitable to be used as a boarding school even temporarily, it was unanimously decided by the committee to erect a new one, 86 feet long, 45 feet wide, and 3 stories

high. One of the leading architects in Boston, Mr. Samuel D. Kelley, kindly drew a set of excellent plans and specifications, and contributed them to the cause free of charge. Hard brick with freestone trimmings were the materials chosen for the proposed building, and there was an earnest desire to have it finished and ready for occupancy early in November. To this end arrangements were being made with all reasonable speed, and everything seemed favorable to its attainment. But while we were about to commence operations for the excavation of the foundation of the new structure it was discovered, that, in order to grade the grounds and level them on the side of Day street, a ponderous ledge would have to be removed by blasting, and that the whole cellar of the building would have to be carved out of the solid rock. This unforeseen and unexpected labor could undoubtedly have been accomplished in six weeks or two months; but its completion within such limits would have involved an additional expense, which was beyond our slender means. Hence we were compelled for the sake of economy, to allow such a length of time for the labor as would help to reduce the cost of the job. As a consequence, the laying of the corner stone has been unavoidably postponed until next spring. I need scarcely say how great a disappointment this delay was to those who take so lively an interest in the establishment

of the kindergarten; but we had to yield to the inevitable.

"'Ανάγκᾳ καὶ θεοὶ πείθονται."

After much discussion and careful consideration of the matter, a satisfactory agreement was finally effected with a responsible contractor, and the ground was broken in the latter part of August.

Thus the first and most important step has been taken. The consummation of the project has passed out of the nebulous stage of uncertainty, and entered the domain of accomplished facts. The friends of the enterprise look forward with joyous anticipation to the not far distant day, when in the place where this massive ridge of rough and useless stone is now being demolished and carted away, education will open wide her doors to those from whom the rays of the sun are totally shut out. She will call their fettered souls out from darkness and despondency to brightness and hope, and to the widest fields of light. The acorns of benevolence, planted in love and kindness and watered by the golden stream of sympathy and charity, cannot but grow into stately oaks, under whose branches the sightless waifs of New England will find a shelter from the storms of woe and grief, and protection from the contagion of moral pestilences. True, our operations so far are confined to a very narrow

compass: but, as Cicero says, the beginnings of all things are small.

"Omnium rerum principia parva sunt."

Nevertheless it is exceedingly embarrassing, that the means at command are very inadequate to carry out our plans even on so limited a scale. When the new building is finished, our treasury will be entirely depleted of its contents. There will be scarcely anything left either for furnishings, musical instruments and apparatus, or for the absolutely necessary expenses for maintenance and tuition. For an endowment fund, which will give security to the permanence of the enterprise, and will serve as a vital sap to its growth and fruition, we have not yet a penny.

But notwithstanding this lack of means, "hope should spring exulting on triumphant wing." This very stress of pecuniary perplexities, instead of causing discouragement and inertness, must lead to the development of indomitable perseverance and of that daring and self-poised cast of mind, which takes no account of existing or prospective storms, and delights in standing out from shore for deep-sea sailing. There is no ground of apprehension or despondency. The past prophesies auspiciously for the future. What has already been accomplished is an assurance, that we "shall reap a full harvest, if we faint not." After the

season of worry and anxiety will come the time of praise and thanksgiving. There is not a shadow of doubt as to the outcome of a movement inaugurated in mercy and carried on in faith and good will. Far otherwise. There is an absolute certainty about it, slow though it be. We may not rejoice over gathered crops immediately, but we will ultimately. Wherever the sower scatters the good seed, there the reaper's hand will be filled with the golden sheaves. Montgomery's charming advice may be quoted in this connection with peculiar fitness: —

"Sow in the morn thy seed,
At eve hold not thy hand;
To doubt and fear give thou no heed,
Broadcast it o'er the land.

. . . . . .

And duly shall appear,
In verdure, beauty, strength,
The tender blade, the stalk, the ear,
And the full corn at length."

The significant phrase, "*action, action, and action* again," — which was uttered by Demosthenes as a definition of eloquence, — embodying as it does the key to success in any undertaking, must be the motive power and driving force in ours. We must adhere to it with rigid pertinacity. Until the goal is reached there should be no relaxation in our efforts, no hesitancy in our march. Our labors must be unremitting until the flame of earnest

interest, kindled in the souls of a large number of men, women and children, swells into a conflagration and consumes all barriers and obstructions. We should fix our eyes upon victory and never take them off or wink until it is achieved. Agitation must be kept up and increased at any cost, until the final triumph of our cause. All the omens are in its favor, and no available opportunity for its advancement should be allowed to pass unnoticed. Success is the crown of steadfast determination, constant endeavor, and assiduous industry. Confidence in conquest not only rubs off the sharp edges of hardship, but helps the pilgrims to its shrine to go up to it in a chariot of fire. To slacken energy and procrastinate exertion at so critical and opportune a moment as the present, would be a serious blow to our movement. "Forward," then, must be the watchword throughout our lines. All our forces should be marshalled with skilful strategy, and brought to bear upon the central point. The gods aid only those who strive to help themselves. For the drowsy laggards there is no prospect of hopefulness either on earth or in heaven.

In urging the continuance of vigorous measures in furtherance of our enterprise, I am fully conscious of the arduousness of the task devolving upon its promoters, and of the slough of unconcern and the brambles and briars of exclusiveness, through which they have to fight their way. But,

be the difficulties and obstacles what they may, our faith in the goodness and beneficence of the kindergarten is so potent, that we do not allow ourselves, even for an instant, to doubt about the full supply of its wants and needs. This conviction is not the offspring of impulse, or the shadow of the wings of a wandering imagination; nor does it rest upon mere sentimental grounds, and dreamy aspirations. Both reason and justice point to the immediate accomplishment of our enterprise. Humanity and fairness, — to say nothing about social economy and expediency, — guarantee the speedy realization of this fervently wished for consummation. A large class of little children, oppressed by poverty and burdened with one of the severest of human calamities from no fault of their own, are threatened with being crushed for ever under its weight at the very threshold of their life. They ask for a plank wherewith to be enabled to swim across the river of affliction, to reach the shore of self-reliance, and to enter upon a career of activity and independence. Can it be possible, that a community which contributes hundreds of thousands, nay millions of dollars for the salvation of the heathen abroad from the terrors of an undefinable Gehenna that is to come, will turn a deaf ear to the pathetic prayers and thrilling entreaties of the little sightless waifs at home for their deliverance from the actual doom and positive horrors of intellectual and moral darkness, and let them sink

hopelessly down into the cesspools of idleness and pauperism? Will those of our citizens who possess the goods of the world in abundance be so heartless as to give no heed to the mournful calls of these tiny suppliants for mercy and their devout aspirations for redemption, and allow them to turn into moans of grief and sobs of despair? Will they be so niggardly as to withhold the pecuniary means requisite for the removal of one of the most conspicuous blots which disfigure our civilization?

I think not; at any rate, I trust not. The instincts of humanity, the promptings of benevolence, and the dictates of wisdom, all combine to induce the belief, that a ready and generous response will be given to the appeals in behalf of the kindergarten for the blind, and that this infant school will soon be sufficiently endowed and efficiently equipped, so that it may fulfil the grand object of its mission to the utmost extent, embracing in the arms of love and kindness and affectionate care all the little sightless children, and raising them from the bosom of the night of affliction to the glorious light of usefulness, dignity and blessedness.

A College to crown our System of Education.

"Heaven is not reached by a single bound;
But we build the ladder by which we rise
From the lowly earth to the vaulted skies,
And mount to the summit round by round."

J. G. Holland.

Of all the blessings which can be bestowed upon the blind with the view of enabling them to

minister to their own wants and consequently of robbing the sting of their calamity of its sharpness, a uniform system of education, complete in itself, covering the whole ground from the lowest to the most advanced studies, is the greatest and most enduring.

This system should be broad in its aims, scientific in its methods, comprehensive in its purposes, and consistent in its parts, and should afford to all sightless children and youth of suitable age sufficient means and ample opportunities for the fullest development and most thorough training of their physical powers and mental faculties, bridging as far as possible the chasms in the course of their life caused by their infirmity and aiding them to outsoar the shadows of their affliction and to enter upon a career of activity and usefulness. Like a well planned and properly constructed stairway, the scheme of their education should have one of its ends securely resting close at the roots of the tree of knowledge, and the other reaching its highest and most fruitful branches, and it should consist of four grades, — the elementary, the secondary, the higher, and the collegiate. Two of these departments, which are to include all children between five and sixteen years of age, should be transferred to our new estate in Roxbury, where there is ample room for growth and expansion; and the other two should be located in the present premises of the institution in South Boston, and should be open

only to those pupils, who are endowed with natural and acquired qualifications to enter upon the study of languages and of the higher branches of literature, science and music.

The establishment and equipment of the kindergarten will place the first round of the ladder of education on a level with the tiny feet of the very smallest sightless children. By reärranging the present school and somewhat increasing the corps of instructors, the second and third steps can be fully supplied. But even with these, the climax will not be reached. The ladder will still be imperfect. The uppermost round will still be wanting. There will be no capital on the top of the magnificent column of light which has been and is being reared by the generosity of the commonwealth and the benevolence of private citizens in behalf of the blind, until a college is founded and endowed, affording to the sightless the same or equal advantages with those which are enjoyed by the seeing. This will be the complement and crown of our system of education, the head of a completely organized body, of which only the feet, the limbs and the trunk exist at present, — the fulfilment of our most ardent hopes and highest aspirations. As soon as the kindergarten is finished and put upon a solid financial foundation, we must turn at once and concentrate our efforts to the achievement of this project, and we must not shrink from any labor or sacrifice until it is accomplished.

Wisdom as well as the best good and the most vital interests of a large number of our fellow men demand, that there should be no delay or hesitancy in placing the keystone and rounding the educational arch which is erected for the benefit of the blind.

A description of the details of the plan of the proposed college, — which is to combine a complete academic department with a conservatory of music, — of the branches and languages to be taught, of the methods of instruction and training to be employed, and of the cabinets and collections of specimens, models, appliances and instruments to be obtained for illustration and practice, will be given in due time.

Generous Aid from the Press.

"I can no other answer make, but, thanks,
And thanks; and ever oft good turns
Are shuffled off with such uncurrent pay."

Shakespeare.

It is a pleasant duty to acknowledge the great debt of deep and lasting gratitude, which the blind of New England owe to the secular and religious press for the most generous and efficient aid, which it has invariably given to their cause.

The editors and proprietors of the leading newspapers published in this section of the country may be justly classed among the principal helpers and most active promoters of all movements in behalf

of our school and its beneficiaries. A great portion of the response which has been given to our appeals for funds is certainly due to their liberality and uniform kindness. They have been ready to aid us at all times and under any circumstances. No matter how crowded their columns might be, or how frequent our requests, they would find both room and time to advocate and serve our cause. Without the countenance and cordial support of this powerful agency, all vital and pervasive everywhere, no project of ours could meet with signal success. So far as we know, nowhere else in this country does the public press take so deep and lively an interest in the welfare of those who are bereft of sight. Of this point the following fact is a striking illustration.

Five young ladies, recent graduates of the New York institution for the blind, wishing to supply a great want in their community, have undertaken to establish a circulating library of embossed books for the benefit of those who are similarly afflicted with themselves. They applied last summer for a charter of incorporation, and when this was granted, the newspapers of that city, with but one exception, announced the enterprise in the fewest possible words, without alluding to its merits or commending its importance. But one of our leading journals, the "Boston Daily Advertiser," accustomed to take notice of almost every movement regarding the education of the blind and the

amelioration of their condition, took up the subject of its own accord and without any request or suggestion from outside, and recommended the enterprise most earnestly to the favorable consideration of the public.

This is one of the very many tokens of the most generous and constant assistance which the journals of New England lend to the blind, and for which the recipients of this great and lasting benefaction and their helpers avail themselves of this opportunity to return heartfelt thanks and grateful acknowledgments.

The International Congress in Amsterdam.

"Ever onward must thy soul; —
'Tis the progress gains the goal."

Schiller.

The Vth international congress of the educators of the blind, which was held in Amsterdam last August, was an event of surpassing interest, showing how much progress has been recently made in most of the European institutions, and what an impetus has already been given for further advancement.

Owing to the strenuous efforts of the president, Herr J. H. Meijer, who conducted all the preliminary arrangements with great zeal and in a most thorough and systematic manner, the attendance was exceedingly large. Dutch, German, Russian, Belgian, Danish, Swedish, English, French, Greek

and Italian educators and friends of the blind responded readily to the pressing and cordial invitations which were sent right and left, and the gathering was decidedly cosmopolitan in its composition, and, taken as a whole, was far superior to those which take place biennially in this country, both in the mental calibre and erudition of its members and in the breadth and depth of its work. This latter fact could not be otherwise when such profound students and eminent pedagogues as Moldenhawer of Copenhagen, Meijer of Amsterdam, Mecker of Düren, Kull of Berlin, Wulff of Steglitz, Heller and Binder of Vienna, Martin of Paris, and many others of equal ability, assemble together to discuss freely and without the interference of star-chamber committees all subjects pertaining to the education, physiology, psychology, hygiene, scientific instruction and technical training of the blind. Unfortunately, since the retirement of Mr. J. Howard Hunter from the principalship of the Ontario institution in Brantford, Canada, Mr. A. Buckle of York is the only one among the English-speaking superintendents on either side of the Atlantic, who can compare favorably with these men in intellectual acumen, force and clearness of thought, refinement of taste, ripe scholarship, and linguistic attainments.

The spirit which prevailed in the councils of the congress and permeated its deliberations and discussions was remarkable for its catholicity and

sincerity. There seemed to be an entire absence of the methods of wire-pulling for personal aggrandizement and glorification; of intrigues and combinations for suppressing the truth and perverting history; of unholy alliances for deriving mutual advantages to the detriment of the general interests of the blind, or for appropriating the fruits of the talents of others; of ranting and blustering over the accomplishments of a few sporadic cases. On the contrary, the actions and arrangements of the managing committee were characterized by uncommon fairness and openness, while the leading educators of the blind evinced both in their utterances and demeanor a degree of unfeigned modesty, patience in research, thoroughness in knowledge and earnestness in purpose, which enhance the beauty and value of their achievements, and give assurance of still greater results in the future.

"Still streams
Oft water fairest meadows, and the bird
That flutters least is longest on the wing."

Among the many papers which were read and discussed at the different meetings of the congress, the following were of great worth and supreme interest: "The Vicariat of the Senses," by Herr W. J. Binder; "The Principle of Correlation in the schools for the blind," by Herr S. Heller; "The Instruction in Geometry in schools for the blind,"

by Herr E. Kull: "On the Printing and Bibliography for the use of the blind," by M. Emile Martin; "The development of the æsthetic element for the blind," by Herr W. Mecker, editor of the *Blindenfreund;* "The condition of blind women, — their education, and the aid which can be given them," by Herr J. Moldenhawer; and many others of great value. It is to be regretted, that an essay on the status of the question of the blind in France in 1885, prepared by M. Maurice de la Sizeranne of Paris, was not read for want of time. M. de la Sizeranne, like Signor Dante Barbi-Adriani of Florence, Italy, is a man of literary ability, and devotes his time and pen to the cause of his fellow-sufferers. He is the accomplished editor of *Valentin Haüy*, a French review of questions relating to the blind, and also the author of a most interesting work recently published and entitled, "*J. Gaudet and the Blind;* his life, his doctrines, and his writings."

The proceedings of the congress are to be published in three languages, — Dutch, German and French. They are prepared under the scrupulous care and supervision of the director of the Amsterdam institution for the blind, Herr J. H. Meijer, whose sterling character is a sufficient guarantee that they will not be allowed to suffer any surgical operations or mutilations, but that they will be a correct and honest record of what has transpired.

The exhibition of various articles illustrative of the methods of instruction, the educational appliances and apparatus, and the technical training of the blind, which was held in the university building in connection with the congress, occupying four of its large lecture rooms, was one of the best and most attractive features of the occasion. It was divided into two sections, the pedagogic and the industrial, and contained contributions from all the leading schools and workshops for the blind in Europe. It was a great pleasure and privilege to us to join these institutions and to send an exhibit, consisting of specimens of the work of our kindergarten classes, our industrial department and our printing-office.

Conclusion.

"The end crowns all."

Shakespeare.

Thus runs the record of another year, — the fifty-fourth in the history of the institution: in one aspect meagre and imperfect; to the deeper view, full of promise and great hope.

In closing it, I gratefully acknowledge the cordial coöperation and efficient aid which I have received from all the teachers and officers in the discharge of the duties of my post. If any credit is awarded to me for my management of the affairs of the institution during the past or in preceding

years, I justly and frankly turn over the largest share of it to those assistants who have rendered most valuable and loyal service to the establishment.

Nor can I fail to express publicly to you my sense of gratitude for the kindness and confidence — far beyond my merits — with which the members of your board have uniformly favored me.

Respectfully submitted by

M. ANAGNOS.

ACKNOWLEDGMENTS.

Among the pleasant duties incident to the close of the year is that of expressing our heartfelt thanks and grateful acknowledgments to the following artists, *littérateurs*, societies, proprietors, managers, editors and publishers, for concerts and various musical entertainments; for operas, oratorios, lectures, readings, and for an excellent supply of periodicals and weekly papers, minerals and specimens of various kinds.

As I have said in previous reports, these favors are not only a source of pleasure and happiness to our pupils, but also a valuable means of æsthetic culture, of social intercourse, and of mental stimulus and improvement. So far as we know, there is no community in the world which does half so much for the gratification and improvement of its unfortunate members as that of Boston does for our pupils.

I. — Acknowledgments for Concerts and Operas in the City.

To Mr. Henry Lee Higginson we are under great and continued obligations for twenty season tickets to the public rehearsals and twelve season tickets to his series of twenty-four symphony concerts.

To the same, through Mr. Charles A. Ellis, the superintendent of the Music Hall, for an average of twenty-seven tickets to each of five popular concerts.

To Messrs. Tompkins and Hill, proprietors of the Boston Theatre, for admission of unlimited numbers to seven operas.

To the Händel and Haydn society, through Mr. E. B. Hagar, secretary, for twenty tickets to the oratorio of Messiah, twenty-eight to the bi-centennial of Händel, and twenty-four to Israel in Egypt.

To the Apollo club, through its secretary, Mr. Arthur Reed, for six tickets to each of four concerts.

To Mr. G. A. Nickerson, for four tickets to one concert of the same club.

To the Boylston club, through its secretary, Mr. F. H. Ratcliffe, for eight tickets to each of five concerts.

To the Cecilia, through its secretary, Mr. Charles W. Stone, for twenty tickets to each of three concerts.

To the Euterpe, through its president, Mr. C. C. Perkins, for several tickets to their series of concerts.

To Mr. H. G. Tucker, for ten tickets to each of two concerts.

To Mr. John Orth, for ten tickets to one concert.

To Messrs. Henry F. Miller & Sons, for twenty tickets to each of two concerts by Dr. Louis Maas.

To Mr. A. F. Conant, for fifteen tickets to each of four concerts.

To Mr. E. W. Tyler, for eleven tickets to one concert by Mr. Otto Bendix.

To Miss M. Gascoigne Bullard, for twelve tickets to one concert.

To Miss Emma LeB. Kettelle, for four tickets to one concert.

To Mr. T. P. Currier, for six tickets to one concert.

To Mr. F. Dewey, for sixteen tickets to a dramatic and musical entertainment.

To Mr. Everett E. Truett, for fifty tickets to one organ concert.

To Captain Samuel C. Wright, for a large number of tickets to the Dahlgren course of entertainments.

To Mr George H. Foxcroft, for seventy-five tickets to one concert in the Star lecture course.

To the Rev. G. A. Crawford, for tickets to a series of concerts and lectures in the Broadway Methodist Church.

To the Rev. J. J. Lewis, for admission to a series of concerts and lectures in the Broadway Universalist Church.

To Dr. Tourjée, for twenty-five tickets to a quarterly concert of the New England Conservatory.

To Mr. Ernst Perabo, for twelve tickets to each of four lectures on music given by Prof. J. K. Paine.

To Mr. B. J. Lang, for admission of twelve persons to his lecture on mechanical appliances for aiding pianoforte technique.

To an unknown lady friend, for twenty-five tickets to a concert in aid of the free hospital for women.

II. — Acknowledgments for Concerts given in our Hall.

For a series of recitals and concerts given from time to time in the music hall of the institution, we are greatly indebted to the following artists: —

To Mr. Ernst Perabo, assisted by Miss Emma Eames, vocalist, for one concert.

To Mr. Arthur Foote, pianist, assisted by Mr. George J. Parker, vocalist, for one concert.

To Mrs. Ella Cleveland Fenderson, vocalist, assisted by Misses O'Brion and Olga Von Radecki, pianists, Mr. George J. Parker, tenor, Dr. L. B. Fenderson, reader, and Mr. John Howard, accompanist, for one concert.

To Mr. Charles H. Bond, assisted by Miss Gertrude Swayne, vocalist, Miss Lida Low, accompanist, and Miss Lizzie Gleason, reader, for one entertainment.

To Madame Marie Fries Bishop, assisted by her pupils and Mrs. Ritchings, reader, for one concert.

To Mr. Charles A. Clarke, for one pianoforte recital.

To Mrs. Virginia A. Howe and Miss Lizzie B. Langley, assisted by Mrs. H. F. Knowles, Miss Mary H. How and Mr. A. D. Saxon, vocalists, Madame Dietrich Strong, Miss Ada P.

Emery, Mr. J. Dudley Hall and Mr. Frank Smith, pianists, for one concert.

To Mrs. Freeman Cobb, assisted by Mr. Eades of Dorchester, Mr. Everett E. Truett, organist, Miss E. B. Kehew, Mrs. C. E. Wells and Mr. Frank L. Young, vocalists, Mr. Charles F. Dennée, pianist, and Mr. M. L. Bradford, Jr., flutist, for one concert.

To Mrs. William H. Sherwood, and Miss Eveline Ames, daughter of Lieutenant Governor Ames, for a fine piano concert.

III. — Acknowledgments for Lectures, Readings, and other Entertainments.

To Prof. George H. Hartwell, for one lecture.

To Mr. John S. Dwight, for reading his essays on Händel and Bach, at the musical festivals given in commemoration of the bi-centennials of these great composers by the pupils of the school.

To the managers of both the New England Institute and Mechanics' fairs, for admitting large numbers to an afternoon entertainment at each.

IV. — Acknowledgments for Books, Minerals, Specimens, etc.

For various books, specimens, curiosities, etc., we are indebted to the following friends: — Mr. J. M. Constable, Mr. Peter Corcoran, Col. H. P. Harris, Mr. George E. Hart, C. A. W. Howland, Miss R. C. Mather, Mr. Clement Ryder, Miss S. A. Wolfe, and The Society for providing Religious Literature for the Blind.

V. — Acknowledgments for Periodicals and Newspapers.

The editors and publishers of the following reviews, magazines, and semi-monthly and weekly papers continue to be very kind and liberal in sending us their publications gratuitously, which are always cordially welcomed, and perused with interest: —

The N. E. Journal of Education, . *Boston, Mass.*
The American Teacher, . . . " "
The Atlantic, ... " "
Boston Home Journal, . . . " "
Youth's Companion, ... " "
The Christian, ... " "
The Christian Register. . . . " "
The Musical Record, ... " "
The Musical Herald, ... " "
The Folio, ... " "
Littell's Living Age, ... " "
Unitarian Review, ... " "
The Watchman, ... " "
The Golden Rule, ... " "
Zion's Herald, ... " "
The Missionary Herald. . . . " "
The Salem Register, ... *Salem, Mass.*
The Century, ... *New York, N. Y.*
St. Nicholas, ... " "
The Journal of Speculative Philosophy. " "
The Christian Union, ... " "
Church's Musical Journal, . . . *Cincinnati, O.*
Goodson Gazette, *Va. Inst. for Deaf-Mutes and Blind.*
Tablet, . . . *West Va.* " " " "
Good Health. . . . . *Battle Creek, Mich.*
L'Amico dei Ciechi. . . . . *Florence, Italy.*
Valentin Haüy, a French monthly, . *Paris, France.*

I desire again to render the most hearty thanks, in behalf of all our pupils, to the kind friends who have thus nobly remembered them. The seeds which their friendly and generous attentions have sown have fallen on no barren ground, but will continue to bear fruit in after years; and the memory of many of these delightful and instructive occasions and valuable gifts will be retained through life.

M. ANAGNOS.

General Statement of Receipts and Disbursements of the Perkins Institution and Massachusetts School for the Blind, for the Year ending Sept. 30, 1885.

I. — Income.		
State of Massachusetts, annual appropriation,	$30,000 00	
Board and tuition, State of New Hampshire,	3,300 00	
" " " of Vermont,	2,100 00	
" " " of Rhode Island,	4,579 25	
" " " of Connecticut,	4,800 00	
" " private pupils,	619 56	
		$45,398 81
Tuning,		894 79
Admission fees,		92 98
Sundry small items,		318 18
Interest on mortgage notes,		10,497 50
" on South Boston Railroad note,		412 50
" on balances in N. E. Trust Co.,		421 16
" on Eastern Railroad bonds,	$360 00	
" on Ottawa & Burlington Railroad bonds,	300 00	
" on Boston & Lowell Railroad bonds,	50 00	
" on Chicago, Milwaukee & St. Paul bonds,	300 00	
" on Kansas City, St. Jo. & Council Bluffs bonds,	350 00	
" on Chicago, Burlington & Quincy bonds,	1,050 00	
		2,410 00
Dividends, —		
Fitchburg Railroad,	$250 00	
Providence Railroad,	240 00	
Chicago, Burlington & Quincy Railroad,	516 00	
		1,006 00
Rents, 11 Oxford Street,	$160 52	
" South Boston,	953 96	
		1,114 48
" Roxbury,		195 00
Sale of books in raised print,		832 40
Sundries from the printing office,		22 28
Amount carried forward,		$63,616 08

I. — Expenses.		
Maintenance,	$42,205 91	
Expense of men's workshop,	2,210 40	
" boys' workshop,	92	
Hire of treasurer's clerk, rent of safe and check book,	132 00	
Improvements on real estate,	508 65	
Rent of office,	250 00	
Expenses of printing office,	5,265 50	
		$50,573 38
Harris beneficiaries,		917 50
Bills to be refunded,		147 35
II. — Investments.		
Real estate in Roxbury for Kindergarten,	$30,000 00	
Repairs and improvements on the same,	877 18	
		30,877 18
Real estate on Fourth street,	$5,000 00	
Repairs and improvements on the same,	360 28	
		5,360 28
Mortgage notes, Kindergarten account,	$15,000 00	
" " general account,	15,000 00	
		30,000 00
1,300 Chicago, Burlington & Quincy Railroad bonds,		12,463 75
Assessment on Fitchburg Railroad,		200 00
" C., B. & Northern Railroad,		111 00
Instalments on Chicago, Burlington & Quincy stock,		360 00
Cash balance, Sept. 30, 1885, —		
N. E. Trust Co.,	$1,597 20	
M. Anagnos,	413 82	
		2,011 02
Amount carried forward,		$133,021 41

General Statement of Receipts and Disbursements, Etc. — Concluded.

Amount brought forward,			$63,616 08	*Amount brought forward,*	$133,021 44
II. — Receipts, Exclusive of Income.					
Legacies, General Fund, —					
Miss A. E. Gray,	$1,000 00				
Miss Gridley, balance,	82 70				
Printing Fund, Mrs. Susan O. Brooks,	500 00				
Donations, General Fund,	30 00				
" Printing Fund,	10 00				
" Kindergarten Fund,	24,645 80				
			26,268 50		
III. — Collections and Sale of Stocks.					
Note collected,	$10,000 00				
Sale of railroad bonds,	12,468 17				
			22,468 17		
Cash balance, Oct. 1, 1884,			20,668 69		
			$133,021 44		$133,021 44

ANALYSIS OF THE MAINTENANCE ACCOUNT.

Meats, 28,658 lbs.,	$2,968 69
Fish, 4,841 lbs.,	243 54
Butter, 5,450 lbs.,	1,490 22
Rice, sago, etc.,	35 56
Bread, flour, meal, etc.,	1,381 86
Potatoes and other vegetables,	710 36
Fruit,	417 05
Milk, 26,820 qts.,	1,469 94
Sugar, 7,373 lbs.,	439 89
Tea and coffee, 580 lbs.,	190 37
Groceries,	765 71
Gas and oil,	475 04
Coal and wood,	2,486 90
Sundry articles of consumption,	437 04
Wages and domestic service,	4,346 57
Salaries, superintendence and instruction,	16,268 79
Outside aid,	201 21
Medicine and medical aid,	15 62
Furniture and bedding,	2,164 36
Clothing and mending,	63 04
Expenses of stable,	434 34
Musical instruments,	90 63
Books, stationery, etc.,	857 92
Construction and repairs,	3,216 83
Taxes and insurance,	653 25
Travelling expenses,	135 99
Board of pupil outside,	200 00
Sundries,	45 19
	$42,205 91

WORK DEPARTMENT, Oct. 1, 1885.

Statement.

Salaries and wages of blind people,	$3,457 11	
" " seeing people,	2,485 21	
Amount paid for stock, rent and sundries,	10,851 41	
		$16,793 73
Cash received during the year,		14,583 33
		$2,210 40

Stock and Debts Due.

Stock on hand, Oct. 1, 1885,	$6,366 48	
Debts due Oct. 1, 1885,	2,673 44	
	$9,039 92	
Stock on hand, Oct. 1, 1884,	7,222 01	
		1,817 91
Cost for carrying on Work Department,		$392 49

[*Total amount due to the institution by the workshop for investments from the first date to Sept. 30, 1885, $47,315.79.*]

Printing Fund Statement Oct. 1, 1885.

Receipts.			*Expenses.*		
Proportion of income of invested funds,	$5,782 86		Stock,	$1,117 63	
Sale of books,	832 40		Binding,	731 65	
Donations,	10 00		Electrotyping,	1,251 28	
Legacy,	500 00		Wages,	1,332 07	
Sundries,	22 28		Repairs,	51 08	
			Type,	486 57	
			Books,	42 89	
			Board of printers,	200 00	
			Cleaning, gas, etc.,	52 33	
					$5,265 50
			Balance to be added to fund,		1,882 04
		$7,147 54			$7,147 54

Kindergarten Fund Statement Oct. 1, 1885.

Receipts.			*Expenses.*		
Donations,	$24,645 80		Investment, mortgage note,	$15,000 00	
Rents,	195 00		Purchase of estate in Roxbury,	30,000 00	
Proportion of income of invested funds,	1,030 00		Repairs, improvements and other expenses on the same,	877 17	
Cash, Oct. 1, 1884,	19,869 50				
Balance due to general account,	136 87				
		$45,877 17			$45,877 17

The following account exhibits the state of the property as embraced in the books of the institution, Sept. 30, 1885:

Real Estate yielding Income.		
House No. 11 Oxford street, . . .	$5,500 00	
Three houses on Fifth street, . . .	9,900 00	
House No. 537 Fourth street, . . .	4,800 00	
Three houses, corner of Day and Perkins streets, Roxbury, ...	8,460 00	
		$28,660 00
Real estate used for school purposes, .	. . .	240,200 00
Unimproved land, South Boston, . .	. . .	8,500 00
" " Roxbury, . . .	. . .	22,417 18
Mortgage notes, ...	. . .	216,000 00
South Boston Railroad Co., note, . .	. . .	7,500 00
Railroad Stock.		
Boston & Providence Railroad, 30 shares, value, ...	$5,490 00	
Fitchburg Railroad, 52 shares, value, .	5,928 00	
Chicago, Burlington & Quincy Railroad, 66 shares, value, ...	8,712 00	
		20,130 00
Railroad Bonds.		
Eastern Railroad Co. 6s, 2 at $500 each, value, $1,220, ...	$4 880 00	
Eastern Railroad Co. 6s, 3 at $1,000 each, value, $3,660, . . .		
Boston & Lowell Railroad Co 6s, 1, .	1,000 00	
Chicago, Burlington & Quincy Railroad Co. 4s, 27 at $1,000 each, value, . .	25,650 00	
Chicago, Milwaukee & St. Paul Railroad Co. 6s, 5 at $1,000 each, value, . .	4,250 00	
Chicago, Milwaukee & St. Paul Railroad Co., Dubuque Division 6s, 5 at $1,000 each, value, ...	5,550 00	
Ottawa & Burlington Railroad Co. 6s, 5 at $1,000 each, value, ...	5,500 00	
Kansas City, St. Joseph & Council Bluffs R.R. Co. 7s, 5 at $1,000 each, value, .	6,150 00	
		52,980 00
Amount carried forward, . .	. . .	$596.387 18

Amount brought forward,		$596,387 18
Cash,		2,011 02
Household furniture,		16,320 00
Provisions and supplies,		852 74
Wood and coal,		2,620 00
Work Department —Stock and debts for the same,		9,039 92
Musical Department, viz.:		
One large organ,	$5,000 00	
Four small organs,	450 00	
Forty-five pianos,	11,000 00	
Brass and reed instruments,	700 00	
Violins,	35 00	
Musical library,	600 00	
		17,785 00
Printing Department, viz.:		
Stock and machinery,	$2,000 00	
Books,	8,500 00	
Stereotype plates,	6,251 00	
		16,751 00
School furniture and apparatus,		7,600 00
Library of books in common type,	$2,900 00	
" " raised type,	8,000 00	
		10,900 00
Boys' shop,		83 00
Stable and tools,		688 50
		$681,038 36

The foregoing property represents the following funds and balances, and is answerable for the same.

General fund, investments,	$108,485 00	
Cash,	2,011 02	
Harris fund,	80,000 00	
Printing,	113,325 00	
Kindergarten, investment,	15,000 00	
" estate,	30,877 18	
		$349,698 20
Buildings, unimproved real estate and personal property in use for the school,		331,340 16
		$681,038 36

KINDERGARTEN FUND.

List of Contributors.

Amount acknowledged in the last annual report,	$25,231 63
An anonymous friend,	10,000 00
A friend,	1,000 00
The late John C. Phillips,	500 00
Mrs. J. R. Coolidge,	250 00
Mrs. D. D. Thorndike,	100 00
W. L., Boston,	100 00
Miss Madelaine C. Mixter,	100 00
Friend W.,	100 00
Proceeds of Feb. 23d, including little blind girls' entertainments,	59 76
J. H. Center,	50 00
Dr. R. M. Hodges by S. N. Snelling,	50 00
Mrs. Francis Brooks,	50 00
Thomas Gaffield,	50 00
Mrs. Frances M. Mackay, Cambridge,	50 00
Unitarian Sunday School, Beverly,	45 00
Proceeds of young ladies' entertainment at Nahant,	40 00
Additional proceeds from the blind girls' fair,	26 10
George Sampson,	25 00
M. M. D.,	25 00
G. H. Quincy,	25 00
Mrs. K. W. Sears,	25 00
Amount carried forward,	$37,902 49

Amount brought forward,	$37,902 49
Mrs. Wm. Tappan,	25 00
Miss M. A. Tappan,	25 00
Miss Susan I. Linzee,	25 00
Mrs. Sarah Potter, Providence,	25 00
J. W. Linzee,	20 00
Miss Mary Parker,	20 00
Mrs. Hannah L. Pierce,	15 00
Miss E. W. Perkins,	13 00
Through Charlie E. Barry,	12 00
O. B. Frothingham,	10 00
A friend,	10 00
E. W. Clark,	10 00
R. Goodman, Lenox,	10 00
E Peaslee, Whitefield,	10 00
M. F. Perley, Enosburgh, Vt.,	10 00
Miss E. F. Faulkner,	10 00
Mrs. J. Sullivan Warren,	10 00
Dr. James J. Putnam,	10 00
Miss B. S. Wilder,	10 00
Miss E. Gertrude Decrow,	10 00
Mrs. V. A. Howe, proceeds of concert,	9 50
Littleton Sunday School,	5 00
Miss S. G. Putnam,	5 00
J. Woodcock, Leicester,	5 00
Miss Mary P. Bacon,	5 00
Mrs. W. A Peabody,	5 00
Dr. Walter Channing,	5 00
A. Williams, Middleborough, England,	5 00
Miss A. R. Palfrey,	5 00
Miss C. M. Harris,	5 00
C. Chenery,	5 00
Amount carried forward,	$38,251 99

Amount brought forward, ...	$38,251 99
A friend, ...	5 00
Sunday School First Unitarian Church, Plymouth, Mass., ...	5 25
A friend, ...	3 00
Congregational Church, Newport, N. H., . .	2 60
Children of private Kindergarten, ...	2 50
Miss Bessie Perkins, ...	2 00
Cash, ...	2 00
A reader of the "Golden Rule,"	2 00
Mrs. Jacob Smith, ...	2 00
Through Fannie Jackson, ...	1 40
Sympathizers, ...	1 00
A friend, ...	1 00
Kindergarten, B. C , ...	1 00
Miss Marcella Pendleton, ...	1 00
Proceeds of little blind girls' entertainment, . .	70
Millicent A. Hawsley, ...	50
Mrs. Sarah S. Russell, ...	1,000 00
Miss E. F. Mason, ...	500 00
Minnie T. Turner (deceased), ...	250 00
Proceeds of children's fair, Brookline, by Gertrude and Sarita Flint, Mary Crane and friends, . .	217 25
Sale of "Stardrift's Birthday Book," . . .	135 83
Proceeds of concert by the blind girls in New Haven, Conn., ...	113 00
Mrs. A. G. Farnam, New Haven, Conn., . .	100 00
First Unitarian Congregational Society, New Bedford, ...	100 00
Miss Lucy H. Symonds's Normal Class concert, .	82 75
Proceeds of concert in East Somerville, . .	68 21
T. E. N., ...	50 00
Amount carried forward, ...	$40,901 98

Amount brought forward,	$40,901 98
F. W. Hunnewell,	50 00
Miss C. W. Lamson, Dedham,	50 00
Collected by a lady in Roxbury,	41 27
W. Montgomery,	25 00
William A. Rust,	20 00
Charles R. Noyes, Fort D. A. Russell, Cheyenne, Wy.,	20 00
Ladies' "Frolic Club," Concord, Mass.,	20 00
Children of Unitarian Sunday School, Dedham,	18 00
St. Peter's Sunday School, Beverly, Mass.,	15 00
A. and E.,	10 00
M., Worcester, Mass.,	10 00
Mrs. M. L. Hall,	10 00
Additional from Mrs. Wolcott's fair,	10 00
C. T. R. and A. F. R.,	6 00
Infant class, Congregational Church, West Gardner, Mass.,	6 00
Miss A. M. Cudworth, East Boston,	5 00
A lady in Cambridge,	5 00
Anonymous,	5 00
Mrs. Julius Eichberg,	5 00
Miss Ellen Guild,	3 56
Miss Mabel Norman,	3 56
Miss Susie Dalton,	3 56
Miss Bessie Seabury,	3 56
Miss Maggie Carr,	3 56
Miss Isabel Perkins,	3 56
Miss Bertha Bement,	3 56
Miss Ida Wilbor,	3 56
Miss Ethel Stockton,	3 56
Kindergarten at Concord, N. H.,	3 00
Amount carried forward,	$41,268 29

Amount brought forward, ...	$41,268 29
J. W. French, ...	1 00
A friend, ...	1 00
Harvard Unitarian Sunday School, Charlestown, Easter offering, ...	439 03
Mrs. B. S. Rotch, ...	300 00
Mary E. Pierson, Windsor, ...	100 00
Miss L. E. Hall, ...	50 00
Mrs. B. L. Young, ...	50 00
Mrs. B. L. Young (income), ...	50 00
F. H. Peabody, ...	25 00
Young People's Mission Circle, Second Church, Dorchester, ...	25 00
Sunday School of Rev. Rufus Ellis's Church, .	22 03
Through "Aunt Patience" of the "Christian Union,"	20 20
Mrs. J. B. S. Jackson, ...	20 00
Miss A. P. Cary, ...	15 00
Miss Brackett's class of the First Church, . .	13 50
Miss Sallie Swan, Charlestown, ...	10 00
Mrs. E. P. Parker, ...	10 00
Miss A. P. Cary (annual), ...	10 00
Andrew H. Newell, ...	10 00
Charles H. Bond, ...	5 00
W. R. Greene, ...	5 00
Through Mrs. Howland, Providence, . . .	1 00
Frank Fuchs's "top,"	25
Francis Brooks, ...	1,000 00
Anonymous, ...	300 00
Mrs. Chickering's School, Dorchester, . . .	137 05
Children's fair in Swampscott, ...	100 65
J. T. Coolidge, ...	100 00
Amount carried forward, ...	$44,089 00

Amount brought forward,	$44,089 00
Mrs. Prescott Bigelow,	100 00
Miss Abby W. May,	100 00
Mrs. D. S. Cass,	30 00
A friend,	25 00
Mrs. Sears,	25 00
Miss Wales (annual),	20 00
Girls in primary department of Perkins Institution,	12 71
Mrs. E. C. Drew,	10 00
Mrs. Robert Swan,	10 00
M. Brown,	10 00
Kindergarten children, Phenix, R. I.,	8 70
Children's entertainment in Swampscott,	7 35
Presbyterian Sunday School, Orwell, Penn.,	5 11
Miss C. E. Jenks,	5 00
Unitarian Sunday School, Trenton, N. Y.,	5 00
Children in Mrs. Bethmann's Kindergarten,	2 00
Seven little girl helpers, South Boston,	1 25
Mrs. J. Russell Bradford,	1 00
Sale of Kindergarten work,	1 00
From the work of a C.,	1 00
	$44,469 12

We are also greatly indebted to Mrs. Delia D. Thorndike for an excellent set of parlor furniture for the kindergarten.

LIST OF EMBOSSED BOOKS,

printed at the Perkins Institution and Massachusetts School for the Blind.

TITLE OF BOOK.	No. of Volum s.	Price per Set.
Book of Proverbs,	1	$2 00
Book of Psalms,	1	3 00
New Testament,	4	10 00
Book of Common Prayer,	1	4 00
Baxter's Call,	1	2 50
Hymns for the Blind,	1	2 00
Pilgrim's Progress,	1	4 00
Natural Theology,	1	4 00
Life of Melanchthon,	1	1 00
Selections from the Works of Swedenborg,	1	–
Biographical Sketches of Distinguished Persons,	1	3 00
Biographical Sketch of George Eliot,	1	25
Memoir of Dr. Samuel G. Howe,	1	3 00
Howe's Cyclopædia,	8	32 00
Combe's Constitution of Man,	1	4 00
Cutter's Anatomy, Physiology and Hygiene,	1	3 00
"Life and her Children," or a Reader of Natural History,	1	3 00
Philosophy of Natural History,	1	3 00
Huxley's Science Primers, Introductory,	1	2 00
Anderson's History of the United States,	1	2 50
Higginson's Young Folks' History of the United States,	1	3 50
Constitution of the United States,	1	40
Dickens's Child's History of England,	2	6 00
Freeman's History of Europe,	1	2 50
Schmitz's History of Greece,	1	3 00
Schmitz's History of Rome,	1	2 50
Guyot's Geography,	1	4 00
Scribner's Geographical Reader,	1	2 50
American Prose,	2	6 00
An Account of the Most Celebrated Diamonds,	1	50
Dickens's Christmas Carol, with extracts from Pickwick,	1	3 00
Dickens's Old Curiosity Shop,	3	12 00
Emerson's Essays,	1	3 00
Extracts from British and American Literature,	2	5 00
George Eliot's Silas Marner,	1	3 50
Goldsmith's Vicar of Wakefield,	1	3 00
Hawthorne's Scarlet Letter,	2	5 00
Hawthorne's Tanglewood Tales,	2	4 00
Scott's Quentin Durward,	2	6 00

List of Embossed Books — *Continued.*

TITLE OF BOOK.	No. of Volumes.	Price per Set.
The Last Days of Pompeii, by Edward Bulwer Lytton,	3	$9 00
Bryant's Poems,	1	3 00
Byron's Hebrew Melodies and Childe Harold,	1	3 00
Poetry of Byron, selected by Matthew Arnold,	1	3 00
Holmes's Poems,	1	3 00
Longfellow's Evangeline,	1	2 00
Longfellow's Evangeline and other Poems,	1	3 00
Lowell's Poems,	1	3 00
Milton's Paradise Lost,	2	5 00
Pope's Essay on Man and other Poems,	1	2 50
Scott's Lay of the Last Minstrel and 37 other Poems,	1	3 00
Shakespeare's Hamlet and Julius Cæsar,	1	4 00
Shakespeare's King Henry Fifth,	1	2 00
Shakespeare's Romeo and Juliet,	1	2 00
Tennyson's In Memoriam and other Poems,	1	3 00
Whittier's Poems,	1	3 00
Key to Braille's Musical Notation,	1	35
Musical Characters used by the seeing	1	35
Longfellow's Birthday, by J. R. Anagnos,	1	25
Commemoration Ode, by H. W. Stratton,	1	10
Juvenile Books.		
Script and point alphabet sheets per hundred,	–	5 00
An Eclectic Primer,	1	40
Child's First Book,	1	40
Child's Second Book,	1	40
Child's Third Book,	1	40
Child's Fourth Book,	1	40
Child's Fifth Book,	1	40
Child's Sixth Book,	1	40
Child's Seventh Book,	1	40
Youth's Library, vol. 1st,	1	1 25
Youth's Library, vol. 2d,	1	1 25
Youth's Library, vol. 3d,	1	1 25
Youth's Library, vol. 4th,	1	1 25
Youth's Library, vol. 5th,	1	1 25
Youth's Library, vol. 6th,	1	1 25
Youth's Library, vol. 7th,	1	1 25
Youth's Library, vol. 8th,	1	1 25
Andersen's Stories and Tales,	1	3 00
Bible Stories in Bible Language, by Emilie Poulsson,	1	3 00
Children's Fairy Book, by M. Anagnos,	1	2 50
Eliot's Six Arabian Nights,	1	3 00
Heidi: translated from the German by Mrs. Brooks,	2	5 00
Kingsley's Greek Heroes,	1	2 50
Lodge's Twelve Popular Tales,	1	2 00
What Katy Did, by Susan Coolidge,	1	2 50

N. B. The prices in the above list are set down per SET, not per volume.

LIST OF APPLIANCES AND TANGIBLE APPARATUS,

made at the Perkins Institution and Massachusetts School for the Blind.

Geography.

I. — *Wall-Maps.*

1. The Hemispheres, ... size, 42 by 52 inches.
2. United States, Mexico and Canada, " " "
3. North America, ... " " "
4. South America, ... " " "
5. Europe, ... " " "
6. Asia, ... " " "
7. Africa, ... " " "
8. The World on Mercator's Projection, " " "

Each $35, or the set, $280.

II. — *Dissected Maps.*

1. Eastern Hemisphere, . . . size, 30 by 36 inches.
2. Western Hemisphere, . . . " " "
3. North America, ... " " "
4. United States, ... " " "
5. South America, ... " " "
6. Europe, ... " " "
7. Asia, ... " " "
8. Africa, ... " " "

Each $23, or the set, $184.

These maps are considered, in point of workmanship, accuracy and distinctness of outline, durability and beauty, far superior to all thus far made in Europe or in this country.

"The New England Journal of Education" says, "They are very strong, present a fine, bright surface, and are an ornament to any school-room.

III. — *Pin-Maps.*

Cushions for pin-maps and diagrams, . . .	each,	$0 75

Arithmetic.

Ciphering-boards made of brass strips, nickel-plated, ...	each,	$4 25
Ciphering-types, nickel-plated, per hundred, .	"	1 00

Writing.

Grooved writing-cards, ...	each,	$0 05
Braille tablets, with metallic bed, . . .	"	1 50
Braille French tablets, with cloth bed, . . .	"	1 00
Braille new tablets, with cloth bed, . . .	"	1 00
Braille Daisy tablets, ...	"	5 00

TERMS OF ADMISSION.

"Candidates for admission must be over nine and under nineteen years of age, and none others shall be admitted." — *Extract from the by-laws.*

Blind children and youth between the ages above prescribed and of sound mind and good moral character, can be admitted to the school by paying $300 per annum. Those among them who belong to the state of Massachusetts and whose parents or guardians are not able to pay the whole or a portion of this sum, can be admitted gratuitously by application to the governor for a warrant.

The following is a good form, though any other will do: —

"*To His Excellency the Governor.*

"Sir, — My son (or daughter, or nephew, or niece, as the case may be), named ——, and aged ——, cannot be instructed in the common schools, for want of sight. I am unable to pay for the tuition at the Perkins Institution and Massachusetts School for the Blind, and I request that your Excellency will give a warrant for free admission.

Very respectfully, —— ——."

The application may be made by any relation or friend, if the parents are dead or absent.

It should be accompanied by a certificate, signed by some regular physician, in this form: —

"I certify that, in my opinion, —— —— has not sufficient vision to be taught in common schools; and that he is free from epilepsy, and from any contagious disease.

(Signed) —— ——."

These papers should be done up together, and forwarded to the DIRECTOR OF THE INSTITUTION FOR THE BLIND, *South Boston, Mass.*

Blind children and youth residing in Maine, New Hampshire, Vermont, Connecticut and Rhode Island, by applying as above to the governor, or the "Secretary of State," in their respective states, can obtain warrants for free admission.

The sum of $300 above specified covers all expenses (except for clothing), namely, board, lodging, washing, tuition, and the use of books and musical instruments. The pupils must furnish their own clothing, and pay their own fares to and from the institution.

An obligation will be required from some responsible persons, that the pupil shall be kept properly supplied with decent clothing, shall be provided for during vacations, and shall be removed, without expense to the institution, whenever it may be desirable to discharge him.

The usual period of tuition is from five to seven years.

The friends of the pupils can visit them whenever they choose.

The use of tobacco, either in smoking or otherwise, is strictly prohibited in the institution.

Persons applying for admission of children must fill out certain blanks, copies of which will be forwarded to any address on application.

For further information address M. ANAGNOS, DIRECTOR, PERKINS INSTITUTION FOR THE BLIND, *South Boston, Mass.*

APPENDIX.

PROCEEDINGS

OF THE

COMMENCEMENT EXERCISES

OF THE

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND.

COMMENCEMENT EXERCISES

OF THE

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND.

The commencement exercises illustrate so well the educational methods and resources of the school, and have won for it so many valued friends, that the event deserves a full account among the records of the year. The generous comments of the press have been freely used in making up this report.

The following circular, containing the programme of exercises to be given, was sent to the friends and benefactors of the school, and was widely and kindly noticed in all the newspapers of this and neighboring cities: —

PERKINS INSTITUTION AND MASS. SCHOOL FOR THE BLIND,
BOSTON, May 11, 1885.

The commencement exercises of this school will be held at Tremont Temple on Tuesday, June 2, at 3 P. M. Samuel Eliot, LL.D., will preside; His Excellency, Governor Robinson, will give a brief opening address, and the Rev. Edward A. Horton will speak on the kindergarten project.

You are most cordially invited to honor the occasion with your presence.

The seats on the floor and in the first balcony of the Temple will be reserved for the choice of the members of the corporation, and the friends and patrons of the institution, to whom this invitation is sent, until Saturday, May 23. Tickets are ready for delivery, and those who may be desirous of obtaining them are requested to send me a postal card indicating the number wished for. It will give me very great pleasure to forward them at once.

The seats will be reserved until 3 o'clock, punctually, when standing persons will be permitted to occupy all vacant places.

No tickets are required for the second balcony of the Temple, to which the public are cordially invited.

M. ANAGNOS.

The first steps for the establishment of a kindergarten, which is imperatively needed for little sightless children, and without which the system of the education of the blind cannot be regarded as complete, have already been taken. A suitable estate has recently been secured in Roxbury, corner of Day and Perkins streets, and preparations are being made for the opening of the infant institution next autumn.

The purchase of the land and the absolutely necessary expenses for rendering the premises habitable and adapting them to the elementary wants of the kindergarten will, however, deplete the treasury of its contents entirely, and there will not be one cent left for carrying on the work. To this important fact the attention of the benevolent and philanthropic members of our community is most respectfully called. They should bear it in mind, that upon their kind consideration and generous aid the support, progress, and success of the enterprise are wholly dependent.

Both annual subscriptions for current expenses, and contributions for an endowment fund large enough to place the establishment on a permanent basis, are earnestly solicited, and will be thankfully received and duly acknowledged by

EDWARD JACKSON, *Treasurer*,
No. 178 Devonshire Street, Boston, Mass.

PROGRAMME. PART I.

1. ORGAN. Great G Minor Fugue, ... *Bach.*
MISS FREDA BLACK.

2. BRIEF OPENING ADDRESS.
HIS EXCELLENCY GOVERNOR ROBINSON.

3. BAND. Salutation March, ... *Wiegand.*

4. ESSAY. "Study of the Voice."
MISS MARY E. SANFORD.

5. SOLO FOR ALTO HORN. Air and Variations, . *J. Painpare.*
CHRISTOPHER A. HOWLAND.

6. TOPICS IN ELECTRICITY.
WILLIAM B. PERRY.

7. READING BY THE TOUCH.
BY FIVE LITTLE GIRLS.

8. DUET. "Quis est Homo," . . . . . *Rossini.*
MISSES M. E. WHEELER and C. C. ROESKE.

PART II.

1. GYMNASTICS, Military Drill and Calisthenics.

2. SOLO FOR CORNET. "Alexis Grand Fantasia," . *Hartmann.*
CHAS. H. PRESCOTT.

3. EXERCISE IN GEOGRAPHY.
By Four Little Boys.

4. THE KINDERGARTEN AND ITS FRUITS.
Remarks on the Kindergarten, by Rev. E. A. Horton.

5. DUET. "The Army and Navy," . . . . . *T. Cooke.*
Messrs. L. Titus and Wm. B. Hammond.

6. VALEDICTORY.
Miss Susanna E. Sheahan.

7. CHORUS for Female Voices. "Down in the Dewy Dell,". *Smart.*

8. AWARD OF DIPLOMAS.
By Dr. Samuel Eliot.

9. CHORUS. "A Spring Song," . . . . . *C. Pinsuti.*

NAMES OF GRADUATES.

Cornelia C. Roeske.	Mary E. Sanford.
Susanna E. Sheahan.	Mary E. Wheeler.

Early applications for seats were presented in such numbers that nearly all were engaged before the tickets were issued, and thousands of later applicants were necessarily disappointed. So urgent were the demands, however, in some instances, that a limited number of admission tickets were issued, giving standing room to those who were willing to wait for possible vacancies among the reserved seats.

The programme as given was fully carried out, surpassing in interest as well as in execution all

that have gone before. The large auditorium of Tremont Temple was filled to its utmost capacity with an assembly representing the most intelligent and influential people of Boston and the state, "who manifested the most lively and sympathetic interest in the remarkably successful efforts of the pupils." The seats on the platform were nearly filled by the scholars, the remainder being occupied by the officers and trustees of the school, and other friends prominent in educational and literary circles. Among the former sat Laura Bridgman, the world-renowned pupil of Dr. Howe, who, by her evident interest in the festival as revealed by her expressive face and busy fingers, attracted much attention.

The exercises opened promptly at 3 o'clock by a "well-executed rendering" on the organ of Bach's "Great G Minor Fugue," by Miss Freda Black. Dr. Samuel Eliot presided "with dignity, ease, and with that brevity which is the soul of wit." He came forward and said, —

"The officers and pupils of the Perkins Institution bid a hearty welcome to their friends here assembled. We are all aware that the connection between this school and the commonwealth has been of the closest and most important kind. The official head of this school is in reality the Governor of the commonwealth, and he has consented to make the opening address. It is unnecessary for me to present him to this audience."

OPENING ADDRESS,

By His Excellency Governor George D. Robinson.

Ladies and Gentlemen: — The connection, as Dr. Eliot has well said, between this school and the commonwealth is intimate. But it is because the association of the state with all educational enterprises is close. At the foundation of all our institutions lies the recognition of the fact that in the abundant and liberal education of all the people stand security and welfare. Therefore, the state has always taken it upon herself to exercise authority so far as to say to parents, "These are your children, it is true; they are members of your family, but they also are to be future inhabitants, it may be, of this commonwealth; therefore, we shall demand, in order that our state in the future may, indeed, be a commonwealth, that the children growing up to be men and women shall have an education which will fit them for the responsibilities and duties of their after life." Upon that broad principle our common school system rests; and it is placed so firmly there, so strongly sustained by reason and common sense, so abundantly guaranteed in every person's consciousness of what is right and safe, that the time is never to come in Massachusetts when it can be destroyed. [Applause.] Now, akin to that is the movement which is to have its illustration here this afternoon. If one child is to receive the benefits of public instruction, all children should have an equal opportunity. We take our information in different ways. Certain avenues of communication are open to us. They are different in degree in different persons. One person sees better than another, though each may see; another hears better than his neighbor; another's sense of touch is more delicate and apprehensive; and so on, without further illustration. Hence we seek development in different directions. One person becomes a successful musician; another one has a trained eye, with all the accomplishments that follow

thereafter; and Providence, we all recognize, in some way or other, makes up in compensation ofttimes to those who may seem to lack what we prize most dearly. How often have we been touched in our tenderest sympathy, and how much we have been thrilled with joyous satisfaction to find some one that we looked upon as unfortunate come forth and stand out as a leader beyond those who seemed more blessed. [Renewed applause.]

Ladies and gentlemen, there is an adjective in the title line of the programme that introduces me, and that adjective is — "Brief opening address." [Laughter.] I have, I think, entirely fulfilled that demand. [Renewed laughter.] You came not to hear me, but others that will be far more interesting. I will add only a few words. This, you know, is the season of school life, and of the harvesting of the results of instruction. It is the season of the year, let me assure you, that keeps the Governor of the commonwealth busy (a laugh and applause), as all seasons, indeed, do, with the numerous institutions that are constantly calling for his attention. Undoubtedly in this great audience are the immediate friends of the children who sit before you. Congratulations are due to them for the abundant opportunities that are afforded for the instruction of these children. Of all the pleasant things that we meet from day to day, seldom anything appeals more strongly to me than the gathering of the older persons to witness the triumphs of the young. In this state, it is an exhibition that is witnessed on every hand. And now, while, as far as I have the right, I give you a cordial welcome, I want — and I will do it — to extend to these children my most hearty greeting. I am glad to know that they are present. I am glad to assure them that there are hundreds upon hundreds of people that not only are satisfied with seeing them, but are to be delighted with hearing them. [Applause.] I give them this testimony out of my own experience. A short time ago, on a pleasant afternoon, we all became acquainted with each other,

and we will remain acquaintances as long as life lasts. I and these children stand very close together. Massachusetts gives $30,000 every year toward this institution, to assist in carrying on the enterprise. This money is well invested, and it is very properly expended. Do not think, — and correct the error if you have fallen into it, — that these children are a public charge. They are so no more than are your children or mine, now being educated in the common schools to be found in the cities and towns of the state. The state, as I said, attempts to provide education for all children; she goes further, and requires their attendance at school; she goes still another step, and says to those who are unable to take instructions in the ordinary methods in the schools: "We will not leave you in ignorance, or cast you aside as helpless, but we will make our circle broader, our institutions greater, our opportunities more numerous, so that you shall come in and study and sing, write and work, that men and women shall not know that you have not all the accomplishments which others possess." [Applause.] I thank you for your attention, I congratulate you on what is to come, and will not longer detain you from it. [Loud applause.]

Governor Robinson's address was listened to with closest attention and frequently applauded. It was spoken of by the press as a "brief but glowing speech," "thoughtful and well considered," and "very appropriate and appreciative"; and among his auditors none enjoyed it more than the members of the school, who remembered with grateful pleasure his recent visit and cheering words. At the close of his address the band played Wiegand's "Salutation March," and its "brilliant harmonies" filled the great hall.

Then followed an essay on the "Study of the Voice" by Miss Mary E. Sanford, one of the graduates, — a young lady of color, — delivered "with such distinctness as to be in itself an illustration of the principles it advocated," and "in tones which wonderfully illustrate the benefits of such study."

STUDY OF THE VOICE.

BY MISS MARY E. SANFORD.

Singing is an art, and to be studied as such should be divided into two distinct branches,—the technical and æsthetic. A thorough knowledge of the technical branch is indispensable to the student who would have an adequate understanding of the anatomy and physiology of the most delicate and the most perfect of all musical instruments.

A powerful voice, intellectual ability and a thorough knowledge of music, though desirable, are of themselves insufficient to perfect a singer.

No one can hope to become a finished artist should the technical branch of study be neglected, or the æsthetic, which treats of the beautiful in art, prematurely introduced.

To acquire a complete control over the voice in singing is a task far more arduous and unremitting than the mastery of any musical instrument whatever. Manufactured instruments, being tangible and visible, appeal to the senses of touch and sight, thus aiding the student while practising; whereas the vocal organs are intangible and invisible, and the changes which they undergo when engaged in the production of musical sound can be determined only by an inner consciousness on the part of the singer combined with concentration and determination of mind and will. To these, the only safe guides in the pro-

duction of correct musical sounds, the careful attention of every student should be especially directed.

The four essential attributes of musical sound are pitch, timbre or quality, volume and duration. The power of the voice over these attributes varies in individuals, because of the shape, size, strength and the capacity for contraction and expansion of the organs constituting the vocal mechanism, which are the lungs, the muscles of respiration, chest, trachea, bronchi, the larynx, the pharynx, and the various organs of the mouth.

The subject which should precede all others in singing is that of respiration, or the method of breathing artistically. Until the functions of the diaphragm and other respiratory muscles are understood and their mastery acquired, true progress in singing is hopeless and a perfect development of the vocal powers impossible.

There are two grand divisions of the human voice, male and female. Each division consists of three sub-divisions or classes, those of the first being the bass, baritone and tenor; of the second, the contralto, mezzo-soprano and soprano. Each class is characterized by certain qualities peculiar to itself. The range of tones capable of being produced by a voice constitutes what is commonly called compass.

In classifying untutored voices great care should be exercised in ascertaining and analyzing the natural capabilities of each, that the voice be not forced or its development impaired.

The qualities which characterize a healthy voice are clearness, mellowness, resonance, while those characterizing an unhealthy voice are the nasal, guttural and muffled qualities.

Most persons are by nature enabled to exercise a partial control over the voice in singing; and because of this many, far too many, ignore the importance of vocal culture. While the voice is ours to do with as we will, it is, like all our powers, God-given; it is a member of the house in which we live, and should be trained with due care.

To the student striving to overcome obstacles in the path-

way leading up to the heights of knowledge, whether in singing or any other art, we would say,—

> "Patiently labor thou, with firm endeavor,
> Ardently hoping on, lingering never,
> So shall thy toil bring unfailing reward."

A solo for alto horn with "Air and Variations," by J. Painpare, was then performed by Christopher A. Howland, and as its "clear notes" ceased, William B. Perry came forward, and in a brief essay presented a few "Topics in Electricity," giving a concise summary of the history of that science and illustrating his subject by experiments.

TOPICS IN ELECTRICITY.

BY WILLIAM B. PERRY.

As remote as the sixth century B. C. it was known to the ancients, that amber when rubbed with silk possessed the property of first attracting and then repelling light bodies. From the Greek word electron, the name of amber, is derived the term electricity. Pliny, soon after the beginning of the Christian era, writes of the attraction of the fingers, when briskly rubbed, for bits of straw and wood, and compares it to that of the Lydian or loadstone for iron. This, until the sixteenth century, seems to have been the extent of electrical knowledge. The theories advanced to explain the phenomena were very primitive; it was supposed by some to be a living soul that became manifest by friction. During the reign of Elizabeth, Dr. Gilbert established a number of well known principles. From this simplest beginning has grown our present knowledge, aided by such men as Franklin, Galvani, Volta and others, through whose efforts it has been converted

into a mighty agent accomplishing, as it seems, almost miraculous results.

By its application to telegraphy thousands of miles have been spanned in as many seconds. By its aid we are enabled to converse with friends leagues distant as though at hand.

The electric light with its brilliant illuminating power, the microphone by which the tread of a fly becomes distinctly audible, the adoption as a motive force in the electric engine, and many other inventions all give ample proof of its incalculable worth and utility.

Electricity manifests itself in two ways—as a charge or current. The simplest manner of generating a charge is by friction. For this purpose a machine similar to this one, is used. It consists of a glass plate mounted on an axis; on each side is a rubber of chamois and an amalgam, pressed against it by a spring attached to a connecting wire or chain; opposite the rubber are a number of points connected with a metal rod terminating in a knob. The silk is to prevent the electricity from passing into the air. By turning the plate it becomes positively electrified and the rubbers negatively. From the latter the charge passes off through the conducting wire; that upon the glass acting on the metal points produces a charge in the prime conductor. If now an insulated conductor be held near the knob, it can receive a charge only equal to that of the machine; should a second conductor be separated from the first by a non-conductor, a considerable quantity can be condensed. The ordinary condenser is known as the Leyden jar. It consists of a metal cup separated from a second cup by a non-conductor, usually of glass. Holding the ball connected with the inner cup near the prime conductor of the machine, the positive electricity is repelled, giving a negative charge which neutralizes with the positive from the machine, the remaining cup positively electrified; this causes the glass to polarize and repel the positive of the outer cup which is conducted off into the earth. This operation is repeated until the

jar is completely charged, when it is said to be saturated. It can then be discharged instantaneously by connecting the two cups, or by degrees, first touching the inner and then the outer cup.

The action of the electric current is well shown in the microphone. A pencil of carbon is held in loose contact between supports of the same material, that are attached to a surface sensitive to vibrations; the pencil and supports lying in the circuit of a battery and receiver; if the surface be set in vibration the pencil is disturbed and causes a change of resistance to the current, which is recorded as magnified sound at the receiver. The microphone is not very practical, but serves to illustrate one of the many applications of the electric current.

At the conclusion of the essay five little girls read "by the touch" some verses in dialogue form, and though the "piece was comparatively new to them, yet the lines were read as easily and quickly as though the pupils had been endowed with sight." Mr. Anagnos here explained that the pupils could read unfamiliar pages, even proof-sheets fresh from the press.

Miss M. E. Wheeler and Miss C. C. Roeske, two of the graduates, then sang the duet, "*Quis est Homo*" from Rossini's "Stabat Mater," which was admirably rendered and "gave evidence of musical culture."

The second part of the programme opened by the entrance upon the platform of twelve little boys in blouse suits, who performed various exercises in gymnastics with ease and precision, and as they withdrew, twelve little girls appeared, dressed

in loose, graceful frocks of creamy white, and executed quite charmingly a series of calisthenic movements to the music of the piano. They were succeeded upon the stage by twelve young men, who went through a musket drill with and without word of command, which "was characterized by almost perfect military precision," and "the unity with which the orders were carried out seemed remarkable." "The calisthenic and military drill was something wonderful when we remembered that this absolute precision and freedom of movement was secured without the aid of the eye."

After a solo on the cornet, Hartmann's "Alexis Grand Fantasia," finely performed by Charles H. Prescott, four little boys "responded in a remarkable way to the demands made upon them in an exercise in geography;" and the "whole of the performance showed remarkable aptitude for both intellectual and physical exercises, and each display of the pupils' skill evoked the warmest applause."

The "kindergarten and its fruits" was made the text for a "brief but very pertinent and cogent and altogether admirable address" by the Rev. E. A. Horton, which was also pronounced an "eloquent appeal for the new kindergarten enterprise, presenting its demands in a manner that was inspirational."

THE KINDERGARTEN AND ITS FRUITS.

ADDRESS BY REV. EDWARD A. HORTON.

I am glad to see the fulfilment of the wish of him who strove so hard to establish this institution. The spirit of Dr. Howe may be with us, recognizing the present guiding spirit, and blessing the efforts to carry his work on to greater triumphs through the kindergarten for the blind. It seems rather out of place for a seeing person, especially an adult, to take part in these exercises, but underneath the general surprise at the excellence of the exhibition there is a knowledge of the priceless value of this institution which I wish to speak about. There may be exhibitions in this city which are more dramatic, that will bring the tears to the eyes more readily than this: if there is I do not know what it is. I only wish that my child, endowed, as far as I know, with all her faculties, could do as much and do it as well as some who have displayed their abilities here to-day. The kindergarten, as you all know, is an aid even to those who have all their senses, and is a prerequisite for the best use of the talents. To every child the eyes are the gateway through which he receives a multitude of impressions. Unconsciously he learns a thousand things concerning what is going on around him. But a blind child is like an unfurnished room; there is nothing for him to learn by observation, and every impression must enter his mind by some other channel: there are few pictures within; few oases in the desert. The kindergarten steps in and gives to the blind child the raw materials from which he can fashion ideas and characteristics. The sightless child may claim, and with justice, too, that he is freed from the moral obligations which are expected from others, for his mind, uninstructed and neglected, is full of ungoverned impressions and is like an army or a mob, without leaders. The kindergarten steps in and marshals all his sentiments and impulses into proper

moral shapes. Again, ordinary children can run and play without fear of bodily danger, thus preserving their health and strength. For the blind child there is only the folded hands which brings him into a morbid state, from which it is hard to rouse him in the future. Experiments with the blind have shown that through the delicacy of touch the highest results in science and thought can be reached, and the kindergarten early in life trains this sense of feeling. A child doomed to blindness for life is apt to be devoid of hope, and without any stimulus the mind becomes sodden, like bread without yeast. The kindergarten gives exercise to the hand and brain, and thus, through occupation, it diverts the mind from one's self. It clears the clouds of sadness away, and lets in the sunshine. This is no sentimental idea; it is practical, for the kindergarten utilizes the child's love of play, which is perfectly natural, and takes away the gloom that inevitably settles over unoccupied hours. It also brings the child, early in life, into contact with men and women, and his love for those who have instructed him is developed into a desire to teach others later on. This instruction leads to the acquiring of a means of support, and when it is remembered that one person out of every thousand is blind and likely to be an expense to the community, it will be seen that it is a matter of political economy to educate the blind to a self-supporting condition early in life. The funds of this institution are getting low, and if the people of Boston do not go a little farther and give a little more money, it will be a cause of regret to them for several reasons. The little ones cannot be properly cared for; they will grow up in ignorance, and become helpless dependents, instead of self-respecting members of the community. If they are placed in the advanced classes of the institution it is not only an injury to themselves but to the others. They must have their own school. We do not want to have this school, which is second to none in the world, run behindhand; it should be carried forward to its last stage.

Shall Massachusetts be behind Saxony? Shall not the creative influence of Froebel give light to the blind, revealing a new heaven and a new earth? May this institution, through you and its other friends, obtain its wished for kindergarten.

While this appeal was being presented it was supplemented and enforced by some twelve young pupils, six boys and as many girls, who illustrated in the presence of the audience some of the fruits of their own kindergarten training. From the class in physiology one made the model of a heart; another, the human spinal column. A boy from the class in zoölogy moulded the form of a large turtle with its articulations; another, polyps at work on a coral reef. Pupils from the botany class made the stem, root and leaf of a plant, describing the changes which the leaf undergoes. Little fellows who had studied geography modelled in clay from memory very good representations of the valley of the Nile, and North America with its capes and crannies; and a very little girl exhibited a book as her work and named it "Heidi" in honor of her favorite story book. Thus they gave "very effective illustrations of their object lessons, demonstrating better than any formal address the possibility and propriety of such a preliminary school" as the necessities of the young blind demand. Mr. Anagnos here added a few words emphasizing the importance of this method of training, showing its value in the progressive

studies of the school, and exhibiting as proof some beautiful specimens of handiwork made by the young girls, to be sent to an international exhibition in Holland, held in connection with the fifth European congress of the educators of the blind.

Messrs. L. Titus and William B. Hammond then gave a duet, "The Army and Navy," which was sung in a very spirited manner.

The valedictory followed, given by Miss S. E. Sheahan, which was delivered in a clear, expressive voice, and "gave evidence of intellectual ability."

VALEDICTORY.

BY MISS SUSANNA E. SHEAHAN.

Before saying a final "Good-bye" to our school days, we linger for a moment to consider what education really is, and how far it prepares us for the active duties of life.

Living as we do in an age when education is universal and in a country where institutions of learning rise on every side, and hundreds of young men and young women receive diplomas every year, it is necessary that we should understand the meaning and object of education in its grandest and broadest sense. For it is only when we appreciate the fact that education is something more than the completion of a certain course of study, something higher and nobler than mere intellectuality, that we are qualified to take our stand among the useful and happy members of society.

Intellect, culture, knowledge and opportunities are but stepping stones to the grand object of education, which is character. It is character that leads us out of ourselves to the great

world beyond; it is character that makes a man forget himself and his own sorrows in alleviating the afflictions of others, and enables him to enjoy the greatest happiness when doing the greatest good to humanity.

Talent may win admiration, intellect dazzle, knowledge attract attention; but it is only the careful and conscientious study that brings with it self-denial, perseverance, quickness in thought and action, earnestness in performance, that can teach us how to live.

To educate is to unfold the whole nature of man, to lift him up to all that is highest and best; and this is the work of a lifetime.

The success of the past and the future is not to be estimated by the height that is reached, but by the obstacles that have been overcome. That only is education which teaches us to use faithfully the talents that have been entrusted to our keeping; — to advance day by day in knowledge and strength, year by year in wisdom and perfection, until we are worthy to receive the reward, "Well done, good and faithful servant."

To his Excellency the Governor and the legislature of Massachusetts, and to the corresponding representatives of the several New England states, we return our thanks for their generous support of our school.

To our trustees we are deeply grateful for their constant interest in all that concerns our welfare.

Director, teachers and matrons, words are weak to-day to express the gratitude we feel, and we rejoice in the thought that it is in our power to prove ourselves worthy in the future of all that has been done for us in the past.

Schoolmates, though the long happy years that we have spent together are now ended, yet our love for our school and our interest in that beautiful garden so soon to be prepared for the little ones will ever serve to keep us firmly united.

Classmates, our school work is over, and duty calls us to a

new field of action. Bravely, hopefully, let us obey her voice and —

"Through weal or woe
Where'er we go,
Be this our high endeavor,—
Some good to do,
Some service true,
That shall endure forever."

The chorus for female voices, "Down in the Dewy Dell," was rendered with fine effect, after which the four graduates received their diplomas from the hands of Dr. Eliot, who presented them in a very touching and impressive speech, and dwelt upon the blessing which "comes from an effort to live up to our ideals," closing with the beautiful benediction, "through your lives may new streams of holiness come into the world."

The exercises closed with Pinsuti's "Spring Song," given by a full chorus of pupils, and the whole entertainment occupied but two hours and a half. It was pronounced "one of the most satisfactory that has ever been given by the institution, and reflected the highest credit on its methods of instruction."

Comments of the Press.

The proceedings of the festival were fully reported and most favorably commented upon both by the secular and religious press, and the attention of the public was earnestly called to the work of the institution and its present wants and future needs. Of the numerous articles, which appeared in the editorial columns of leading newspapers on the occasion of our commencement exercises, we copy the following: —

The commencement exercises of the Perkins Institution for the Blind, held yesterday at Tremont Temple, bring again to notice the high rank which has been attained in Massachusetts through the agency of this institution in the care and instruction of the sightless. The enthusiastic remarks of the governor were quite aside from the perfunctory address common on such occasions. The notable feature of the day was, however, the attention which was paid, both in the exhibition and in the addresses, to the new movement to provide kindergarten instruction for the blind. Already results have been achieved, and were exhibited yesterday, which illustrate the peculiar fitness of the inductive method for the teaching of blind children. The training of sense perceptions should

proceed even more expeditiously, relatively speaking, with this class, so peculiarly sensitive, than with children at large. It is not, therefore, impossible that the work now being done, and to be undertaken when the new kindergarten for the blind shall be established in Roxbury, may not only render these people useful and self dependent, but may contribute important suggestions to the growing science of sense training. — *Boston Daily Advertiser*, June 3.

Among the most interesting of the educational anniversaries that are held in this State are the commencement exercises of the Perkins Institute and Massachusetts School for the Blind; and those held at Tremont Temple last Tuesday afternoon surpassed in some respects any former commencement of this school, showing the constant advance that is being made in proficiency under the faithful superintendence of Mr. Anagnos. The Temple was crowded with an audience who manifested the most lively and sympathetic interest in the remarkably successful efforts of the pupils. The music by the band, the vocal and instrumental solos and duets, the essays, the reading by touch, the gymnastics, military drill and calisthenics, the exercises in geography, were all such as to reflect the highest credit upon the school and the pupils; and not the least interesting and important were the kindergarten illustrations by several of the younger pupils, in connection with which Rev. E. A. Horton made an eloquent appeal for the new kindergarten enterprise, presenting its demands in a manner that was inspirational. A brief and very appropriate opening address was made by Gov. Robinson. Dr. Samuel Eliot presided and presented diplomas to four graduates.—*Boston Home Journal*, June 6.

THE KINDERGARTEN FOR THE BLIND.

The commencement exercises of the Perkins Institution for the Blind touch a tender chord in the life of the Boston public, and are always awaited with eagerness, but it is more and more evident that the Perkins Institution is like what Harvard University would be if it had no preparatory schools. The blind children from 4 to 9 years of age are exempt from the common education of other youth of their own age; they are alone in homes which are often comfortless; they are without occupation and have nothing to aid them in receiving impressions from the outside world; and, without some preparatory school, there are comparatively few who will receive proper training when their minds crave most eagerly something to work upon. The result is that the South Boston institution is sadly crippled for want of a preparatory school, a kindergarten, where the pupils may be assisted by themselves in acquiring those elementary ideas which other children obtain through their play and their use of the eye in observation. The more people give their attention to this matter, the more important does a kindergarten institution become as a preparatory school for the blind. It is announced that so much interest is felt in this work that the trustees of the Perkins Institution have already secured a suitable estate in Roxbury for the beginning of the school, and that it will probably be opened in the autumn. This is good news, and the work here required is so much larger than that which is done at South Boston, and is yet so intimately connected with it as preparatory to it, that those who feel an interest in the older institution are almost sure to be the helpers in the new undertaking. It is a very interesting field that the kindergarten opens out to the blind children, and it is also strictly in the line of their proper education. No one who witnessed yesterday the work of the little kindergartners at Tremont Temple could fail to see what de-

light the children have in manipulating clay, and this was but a specimen-brick, so to speak, of the kind of instruction which the kindergarten system offers to these unfortunate children. Mr. Anagnos has not only succeeded to Dr. Howe's great ability as the head of the Perkins Institution, but, in pushing forward the kindergarten scheme to a point where it is possible to make a suitable beginning, has more than justified the hopes of those who made him Dr. Howe's successor. The good work now almost begun will not be allowed to stop. When Boston takes hold of a great charity, it never withdraws its hand, and in creating and endowing a kindergarten for the blind it supplements an enterprise that has carried the praise of our city to the ends of the earth—*Boston Herald*, June 3.

EDUCATION FOR THE BLIND.

The commencement exercises of the Perkins Institution and Massachusetts School for the Blind, held in Tremont Temple on Tuesday afternoon (June 2), more than justified the increasing, deepening interest and sympathy with which the annual return of this occasion is looked forward to by thousands of our citizens, especially by those who not only have a tender feeling for those deprived of the advantages which all seeing persons share in the struggle for life and happiness and usefulness, but who, in a patriotic spirit, believe in the equal right of sightless children to all the education which the state, for its own preservation, feels itself bound to provide for all its future fathers, mothers, citizens, and helpers.

This admirable school has proved, and is more and more signally proving, year by year, what solid, beautiful results can be accomplished in this field, which once appeared so hopeless. The great work begun fifty-three years ago by Dr. Howe goes on with what seems an ever self-renewing energy and ever fresh surprises of improvement, under the whole-souled

devotion, watchful care and wisdom, and one is tempted to say philanthropic *genius* even, of his successor, Mr. Anagnos. This week's exhibition of the educational methods and resources and astonishing results surpassed all that have gone before. The lesson, of course, was carried home to the hearts of the audience chiefly by the pupils themselves, through the happy and intelligent aspect which they all presented, the look of love and innocence and joy, and of fond reverence for their teachers; through their aptness at reading with their fingers; their well-considered, well-expressed answers to questions in geography and literature and science; their excellent, short original addresses; their music of band, choruses and solo singing, true in intonation, refined and spirited in style and expression; the military drill of the older boys, remarkable for the precision of every movement, and the gymnastic and calisthenic exercises of the younger girls and boys, which had an æsthetic quality of culture besides the mere athletic.

Most interesting of all, very naturally, were the instances of kindergarten training, in which children below the age of nine modelled curious things from clay before the eyes of the audience, showing how work and play (and even art) may be and should be made *one* in the earliest years of education.

While this was going on, a brief but very pertinent and cogent and altogether admirable address was made by the Rev. E. A. Horton, showing how indispensable, as preparation for the more advanced schooling of the blind, is the separate kindergarten to keep their young hope and faculties alive and active, and save their tender minds and bodies from becoming "sodden." The director supplemented these remarks by holding some of the products which the young fingers had twined or moulded in the school, and with the cheering announcement that a fine estate of over six acres has at last been purchased by the trustees for a kindergarten, of which a beginning will, it is hoped, be made next fall. The purchase and first outlay will exhaust the funds so far contributed;

and the friends of the blind, no doubt, will see to it that the enterprise shall not languish for lack of further means.

The opening words of the president of the corporation, Samuel Eliot, LL.D., and the brief but glowing speech of Gov. Robinson, fully indorsing the duty of the commonwealth to its blind as well as to its seeing children, made a deep impression. Still more so the touching, simple eloquence and fervor with which President Eliot addressed the four girl graduates (Misses Cornelia C. Roeske, Susanna E. Sheahan, Mary E. Sanford, and Mary E. Wheeler), on presenting them with their diplomas, to bear witness to the world that they go forth qualified to be self-supporting, useful members of society, educated both intellectually and morally above the need of what is commonly called charity. — *The Christian Register*, June 11.

LETTER FROM MR. WILLIAM CHAPIN.

In connection with the comments of the public press we cannot refrain from publishing the following letter from the venerable principal of the Pennsylvania Institution for the Blind in Philadelphia, Mr. William Chapin, who has labored in this field of beneficence with signal devotion and self-forgetfulness for forty-five years, and than whom no living man in this country can speak with more authority upon all subjects relating to the education and welfare of the blind: —

PENNSYLVANIA INSTITUTION FOR THE INSTRUCTION OF THE BLIND.
PHILADELPHIA, June, 1885.

MY DEAR MR. ANAGNOS, — I have read with much interest the grand success of your commencement exercises, as given in the three papers you sent me; and owe you an apology for

not acknowledging your invitation cards. We are only now concluding our public examinations, and preparing for our final exercises on Wednesday. We cannot awaken the interest here which surrounds you in Boston. Your Governor's address was appropriate and beautiful, with an expression of tender sympathy for the blind, which could not in the least wound their self-respect. Your public papers also show a noble interest in your work, and impress the public with a pride in your institution which is rarely shown elsewhere.

But in this, I must not overlook the *master hand* that inspires this feeling in the Boston community, — even the energy of its present Director, on whom the mantle of *Howe* has fallen so kindly.

We graduate this year about 21. We have made some interesting advances in kindergarten, — admitting children at an earlier age than formerly, for that purpose.

I write in some haste, and beg you will present my kind regards to Mrs. Anagnos, and accept for yourself my admiration for your success.

WILLIAM CHAPIN.

M. Anagnos, Esq.

FIFTY-FIFTH ANNUAL REPORT

OF

THE TRUSTEES

OF THE

PERKINS INSTITUTION

AND

Massachusetts School for the Blind,

FOR THE YEAR ENDING

SEPTEMBER 30, 1886.

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Commonwealth of Massachusetts.

PERKINS INSTITUTION AND MASS. SCHOOL FOR THE BLIND.
SOUTH BOSTON, Oct. 30, 1886.

To the Hon. HENRY B. PEIRCE, *Secretary of State*, Boston.

DEAR SIR: — I have the honor to transmit to you, for the use of the legislature, a copy of the fifty-fifth annual report of the trustees of this institution to the corporation thereof, together with that of the director and the usual accompanying documents.

Respectfully,

M. ANAGNOS,
Secretary.

OFFICERS OF THE CORPORATION.

1886-87.

SAMUEL ELIOT, *President.*
JOHN CUMMINGS, *Vice-President.*
EDWARD JACKSON, *Treasurer.*
M. ANAGNOS, *Secretary.*

BOARD OF TRUSTEES.

FREDERICK L. AMES.
FRANCIS BROOKS.
JOHN S. DWIGHT.
JOSEPH B. GLOVER.
J. THEODORE HEARD, M. D.
ANDREW P. PEABODY, D. D.
EDWARD N. PERKINS.
SAMUEL M. QUINCY.
HENRY S. RUSSELL.
JAMES STURGIS.
THOMAS F. TEMPLE.
GEORGE W. WALES.

STANDING COMMITTEES.

Monthly Visiting Committee,

whose duty it is to visit and inspect the Institution at least once in each month.

1887.		1887.	
January,	F. L. AMES.	July,	EDWARD N. PERKINS.
February,	F. BROOKS.	August,	S. M. QUINCY.
March,	J. S. DWIGHT.	September,	H. S. RUSSELL.
April,	J. B. GLOVER.	October,	JAMES STURGIS.
May,	J. T. HEARD.	November,	T. F. TEMPLE.
June,	A. P. PEABODY.	December,	G. W. WALES.

Committee on Education.

J. S. DWIGHT.
FRANCIS BROOKS.
S. M. QUINCY.

House Committee.

E. N. PERKINS.
G. W. WALES.
FRANCIS BROOKS.

Committee on Finance.

J. B. GLOVER.
JAMES STURGIS.
HENRY S. RUSSELL.

Committee on Health.

J. THEODORE HEARD, M. D.
F. L. AMES.
T. F. TEMPLE.

Auditors of Accounts

JAMES STURGIS.
J. T. HEARD.

OFFICERS OF THE INSTITUTION.

DIRECTOR.

M. ANAGNOS.

MEDICAL INSPECTOR.

JOHN HOMANS, M. D.

LITERARY DEPARTMENT.

Jay M. Hulbert.
Miss Annie K. Gifford.
Miss Sarah J. Whalen.
Miss Julia A. Boylan.
Miss Della Bennett.
Miss Harriet D. Burgess.
Miss Fanny S. Marrett.
Miss Emma A. Coolidge.

Miss Sarah Elizabeth Lane, *Librarian.*

MUSIC DEPARTMENT.

Thomas Reeves.
Elmer S. Hosmer.
Miss Freda Black.
Miss Della B. Upson.
Miss Mary L. Riley.
Miss Julia H. Strong.
Lemuel Titus.
Thomas Leverett.
Lorenzo White.
Carl Baermann.
George J. Parker.
Julius Akeroyd.

Music Readers.

Miss Allie S. Knapp.
Miss Jenny A. Wheaton.
Miss Daisy S. Monroe.

TUNING DEPARTMENT.

Joel West Smith, *Instructor and Manager.*
George E. Hart, *Tuner.*

INDUSTRIAL DEPARTMENT.

Workrooms for Juveniles.

John H. Wright, *Work Master.*
Miss A. J. Dillingham, *Work Mistress.*
Miss Cora L. Davis, *Assistant.*
Eugene C. Howard, *Assistant.*
Thomas Carroll, *Assistant.*

Workshop for Adults.

Anthony W. Bowden, *Manager.*
Pliny Morrill, *Foreman.*
Miss M. A. Dwelly, *Forewoman.*
Miss Ellen M. Wheelock, *Clerk.*

DOMESTIC DEPARTMENT.

Steward.

Anthony W. Bowden.

Matron.

Miss Maria C. Moulton.
Miss Ella F. Ford, *Assistant.*

Housekeepers in the Cottages.

Mrs. M. A. Knowlton.
Mrs. L. S. Smith.
Miss Bessie Wood.
Mrs. Sophia C. Hopkins.

PRINTING DEPARTMENT.

Dennis A. Reardon, ... *Manager.*
Miss Elizabeth S. Howe, *Printer.*
Miss Martha C. Alden, "

Miss Ellen B. Webster, *Book keeper.*

MEMBERS OF THE CORPORATION.

All persons who have contributed twenty-five dollars to the funds of the institution, all who have served as trustees or treasurer, and all who have been elected by special vote, are members.

Adams, John A., Pawtucket, R. I.
Adams, Waldo, Boston.
Alcott, Miss Louisa M., Concord.
Alden, Mrs. Sara B., Boston.
Aldrich, Miss Mary Jane, Boston.
Aldrich, Mrs. Sarah, Boston.
Alger, Rev. William R., Boston.
Ames, F. L., Boston.
Ames, Miss H. A., Easton.
Ames, Oliver, Boston.
Amory, C. W., Boston.
Amory, James S., Boston.
Amory, William, Boston.
Amory, Mrs. William, Boston.
Anagnos, M., Boston.
Andrews, Francis, Boston.
Appleton, Miss Emily G., Boston.
Appleton, Mrs. William, Boston.
Apthorp, William F., Boston
Atkins, Mrs. Elisha, Boston.
Atkinson, Edward, Boston.
Atkinson, William, Boston.
Austin, Edward, Boston.
Aylesworth, H. B., Providence.
Bacon, Edwin M., Boston.
Balch, F. V., Boston.
Baldwin, William H., Boston.
Ballard, Miss E., Boston.
Baker, Mrs. E. M., Boston.
Baker, Mrs. E. J. W., Dorchester.
Baker, Ezra H., Boston.
Baker, Miss M K., Boston.
Barbour, E. D., Boston.
Barker, Joseph A , Providence
Barstow, Amos C., Providence.
Barrows, Rev. S. J., Dorchester.
Beal, J. H., Boston.
Beard, Hon. Alanson W., Boston.
Beckwith, Miss A. G., Providence.
Beckwith, Mrs. T., Providence.
Beebe, J. A., Boston.
Bennett, Mrs. Eleanor, Billerica.
Bigelow, Mrs. E. B., Boston.
Bigelow, Mrs. Prescott, Boston.
Binney, William, Providence.
Black, G. N., Boston.
Blake, James H., Boston.
Blanchard, G. D. B., Malden.
Bourn, Hon. A. O., Bristol, R. I.
Bouvé, Thomas T., Boston.
Bowditch, Mrs. E. B., Boston.
Bowditch, Dr. H. P., Jamaica Plain.
Bowditch, J. I., Boston.
Bowditch, Mrs. J. I., Boston.

Brackett, Mrs. Henry, Boston.
Brackett, Miss Nancy, Boston.
Bradlee, F. H., Boston.
Bradlee, J. P., Boston.
Brewer, Miss C. A., Boston.
Brewer, Mrs. Mary, Boston.
Brewster, Osmyn, Boston.
Brimmer, Hon. Martin, Boston.
Brooks, Francis, Boston.
Brooks, Mrs. Francis, Boston.
Brooks, Mrs. F. A., Boston.
Brooks, Peter C., Boston.
Brooks, Rev. Phillips, Boston.
Brooks, Shepherd, Boston.
Brown, John A., Providence.
Brown, Mrs John C., Providence.
Browne, A. Parker, Boston.
Bullard, W. S., Boston.
Bullock, Miss Julia, Providence.
Bundy, James J., Providence.
Burnett, Joseph, Boston.
Burton, J W., M. D., Flushing, N. Y.
Cabot, W. C., Boston.
Callender, Walter, Providence.
Carpenter, Charles E., Providence.
Carter, Mrs. Helen B., West Newton.
Cary, Miss A. P., Boston.
Cary, Miss Ellen G., Boston.
Cary, Mrs. W. F., Boston.
Cass, Mrs. D. S., Boston.
Center, J. H., Boston.
Chandler, P. W., Boston.
Chandler, Theophilus P., Brookline.
Chace, James H , Valley Falls, R. I.
Chace, Hon. Jonathan, Valley Falls, R. I.
Chamberlin, E. D., Boston.
Chapin, E. P., Providence.
Charles, Mrs. Mary C., Melrose.
Cheever, Dr. David W., Boston
Cheeney, Benjamin P., Boston.
Chickering, George H., Boston.
Chickering, Mrs. Sarah M., Joy Mills, Pa.
Cladlin, Hon. William, Boston.
Clapp, William W., Boston.
Clarke, Mrs. Jas. Freeman, Boston.
Clarke, James W., Boston.
Clement, Edward H., Boston.
Coats, James, Providence.
Cobb, Mrs. Freeman, Boston.
Cobb, Samuel C., Boston.
Cobb, Samuel T., Boston.
Cochrane, Alexander, Boston.
Coffin, Mrs. W. E., Boston
Colt, Samuel P., Bristol, R. I.
Comstock, Andrew, Providence.
Coolidge, Dr. A., Boston.
Coolidge, J R., Boston.
Coolidge, Mrs. J. R , Boston.
Coolidge, J. Templeman, Boston.
Coolidge, Mrs. J. Templeman, Boston.
Coolidge, T. Jefferson, Boston.
Corliss, George H., Providence.
Cotting, C. U., Boston.
Crane, Zenas M., Dalton.
Crocker, Mrs. U. H., Boston.
Crosby, Joseph B , Boston.
Crosby, William S., Boston
Cruft, Miss Annah P., Boston.
Cruft, Miss Harriet O., Boston.
Cummings, Charles A., Boston.
Cummings, Hon. John, Woburn.
Curtis, C. A., Boston.
Curtis, George S., Boston.
Curtis, Mrs. Margarette S., Boston.
Dalton, C H., Boston
Dalton, Mrs. C. H., Boston.
Darling Hon. L. B., Pawtucket, R I.
Davis, Miss A. W., Boston.
Davis, Mrs. Nancy S., Fitchburg.
Day, Daniel E., Providence.
Dean, Hon. Benjamin, South Boston.
Deblois, Stephen G., Boston.
Devens, Rev. Samuel A., Boston.

Dexter, Mrs F. G., Boston.
Ditson, Oliver, Boston.
Dwight, John S., Boston.
Eaton, W. S., Boston.
Eliot, Dr. Samuel, Boston.
Emery, Francis F., Boston.
Emery, Isaac, Boston.
Emmons, J. L., Boston.
Emmons, Mrs. Nath'l H., Boston.
English, James E., New Haven, Conn.
Endicott, Henry, Boston.
Endicott, William, Jr., Boston.
Ernst, C. W., Boston.
Farnam, Mrs. A. G., New Haven.
Fay, H. H., Boston.
Fay, Mrs. H. H., Boston.
Fay, Miss Sarah B., Boston.
Fay, Mrs. Sarah S., Boston.
Ferguson, Mrs. C. H., Dorchester.
Ferris, M. C., Boston.
Field, Mrs. Nancy M., Monson.
Fisk, Rev. Photius, Boston.
Fiske, J. N., Boston.
Folsom, Charles F., M.D., Boston.
Forbes, J. M., Milton.
Foster, F. C., Boston.
Freeman, Miss Hattie E., Boston.
French, Jonathan, Boston.
Frothingham, A. T., Boston.
Frothingham, Rev. Frederick, Milton.
Gaffield, Thomas, Boston.
Galloupe, C. W., Boston.
Gammell, Prof Wm., Providence.
Gammell, Mrs. Wm., Providence.
Gardiner, Charles P., Boston.
Gardner, George, Boston.
Gardner, George A., Boston.
Gardner, Henry W., Providence.
Gardner, Mrs John L., Boston.
George, Charles H., Providence.
Gill, Mrs. Frances A., Boston.
Gill, Mrs. Sarah A., Worcester.
Glidden, W. T., Boston.
Glover, A., Boston.
Glover, J. B., Boston.
Goddard, Benjamin, Brookline.
Goddard, Miss Matilda, Boston.
Goddard, Miss Rebecca, Boston.
Goddard, T. P. I., Providence.
Goddard, William, Providence.
Goff, Darius, Pawtucket, R. I.
Goff, Darius L., Pawtucket, R. I.
Goff, Lyman B., Pawtucket, R. I.
Gray, Mrs. Horace, Boston.
Greene, Edward A., Providence.
Greene, S. H., River Point, R. I.
Greenleaf, Mrs. Jas., Charlestown.
Greenleaf, R. C., Boston.
Griffin, S. B., Springfield.
Grosvenor, William, Providence.
Grover, William O., Boston.
Guild, Mrs. S. E , Boston.
Hale, Rev. Edward E., Boston.
Hale, George S., Boston.
Hall, J. R., Boston.
Hall, Miss L. E., Hanover.
Hall, Mrs. L. M., Boston.
Hall, Miss Minna B., Longwood.
Hardy, Alpheus, Boston
Harwood, George S., Boston.
Haskell, Edwin B., Auburndale.
Hayward, Hon. Wm. S., Providence.
Hazard, Rowland, Providence.
Heard, J. T., M.D., Boston.
Hearst, Mrs. Phebe A., San Francisco, Cal.
Hemenway, Mrs. A., Jr., Boston.
Herford, Rev. Brooke, Boston.
Higginson, George, Boston.
Higginson, Henry Lee, Boston.
Hill, Hon. Hamilton A., Boston.
Hill, J. E. R , Boston.
Hill, Mrs. T. J., Providence.
Hilton, William, Boston.
Hodges, Dr. R. M., Boston.
Hogg, John, Boston.
Holmes, Mrs. Edward J., Boston.
Hooper, E. W., Boston.

Hoppin, Hon. W. W., Providence.
Hovey, William A , Boston.
Howard, Hon. A. C., Boston
Howard, Mrs Chas. W., California.
Howard, Hon. Henry, Providence.
Howe, Mrs. Julia Ward, Boston.
Howe, Mrs. Virginia A., Boston.
Howes, Miss E., Boston.
Houghton, Hon H. O , Cambridge.
Hunnewell, F. W., Boston.
Hunnewell, H. H., Boston.
Hunt, Moses, Charlestown.
Inches, H. B , Boston.
Ives, Mrs Anna A., Providence.
Jackson, Charles C., Boston.
Jackson, Edward, Boston.
Jackson, Mrs. J. B. S., Boston.
Jackson, Patrick T., Boston.
Jackson, Mrs. Sarah, Boston.
James, Mrs. Clitheroe Dean, South Boston.
James, Mrs. Julia B. H , Boston.
Johnson, Samuel, Boston.
Jones, Miss Ellen M., Boston.
Joy, Mrs. Charles H., Boston.
Kasson, Rev. F. H , Boston.
Kellogg, Mrs. Eva D., Boston.
Kendall, C. S., Boston.
Kennard, Martin P., Brookline.
Kent, Mrs. Helena M., Boston.
Kinsley, E W., Boston.
Lamson, Miss C. W., Dedham.
Lang, B J., Boston.
Lawrence, Abbott, Boston.
Lawrence, James, Groton.
Lawrence, William, Lawrence.
Lee, Henry, Boston.
Lincoln, L. J. B., Hingham.
Linzee, J. T., Boston.
Linzee, Miss Susan I., Boston.
Lippitt, Hon. Henry, Providence.
Littell, Miss S. G., Brookline.
Little, J. L., Boston.
Littlefield, Hon. A. H., Pawtucket.
Littlefield, D. G., Pawtucket.
Lodge, Mrs. A. C., Boston.
Lodge, Henry C., Boston.
Loring, Mrs. Susie J , Boston.
Lothrop, John, Auburndale.
Lovett, George L., Boston.
Lowell, Abbott Lawrence, Boston.
Lowell, Augustus, Boston.
Lowell, Miss A. C., Boston.
Lowell, Francis C., Boston.
Lowell, Mrs. G. G., Boston.
Lowell, Mrs. John, Boston.
Lowell, Miss Lucy, Boston.
Lyman, Arthur T., Boston.
Lyman, George H., M.D., Boston.
Lyman, J. P., Boston.
Lyman, Theodore, Boston.
McAuslan, John, Providence.
Mack, Thomas, Boston.
Mackay, Mrs. Frances M., Cambridge.
Macullar, Addison, Boston.
Marcy, Fred. I., Providence.
Marston, S. W , Boston.
Mason, Miss E. F., Boston.
Mason, Miss Ida M., Boston.
Mason, I. B., Providence.
May, Miss Abby W., Boston.
May, F. W. G , Dorchester.
McCloy, J. A., Providence.
Means, Rev. J. H , D D., Dorchester.
Merriam, Mrs Caroline, Boston.
Merriam, Charles, Boston.
Merriam, Mrs D., Boston.
Metcalf, Jesse, Providence.
Minot, Francis, M.D., Boston.
Minot, Mrs. G. R., Boston.
Minot, William, Boston.
Mixter, Miss Helen K., Boston.
Mixter, Miss Madelaine C., Boston
Montgomery, W., Boston.
Morrill, Charles J., Boston.
Morse, S. T., Boston.
Morton, Edwin, Boston.
Motley, Edward, Boston.

Moulton, Miss Maria C., Boston.
Nevins, David, Boston.
Nichols, J Howard, Boston.
Nichols, R. C., Boston.
Nickerson, Andrew, Boston.
Nickerson, Mrs. A. T., Boston.
Nickerson, George, Jamaica Plain.
Nickerson, Miss Priscilla, Boston.
Nickerson, S. D., Boston.
Norcross, Miss Laura, Boston.
Noyes, Hon. Charles J., Boston.
O'Reilly, John Boyle, Boston.
Osgood, J. F., Boston.
Osborn, John T., Boston.
Owen, George, Providence.
Paine, Mrs. Julia B., Boston.
Paine, Robert Treat, Boston.
Palfrey, J. C., Boston.
Palmer, John S., Providence.
Parker, Mrs. E. P., Boston.
Parker, E. Francis, Boston.
Parker, Henry G., Boston.
Parker, Richard T., Boston.
Parkinson, Mrs. J., Boston.
Parkman, Francis, Boston.
Parkman, George F., Boston.
Parsons, Thomas, Chelsea.
Payson, S. R., Boston.
Peabody, Rev. A. P., D.D., Cambridge.
Peabody, F. H., Boston.
Peabody, O W., Milton.
Peabody, S. E., Boston.
Pearson, Miss Abby W., Boston.
Peirce, Rev. Bradford K., D.D., Boston.
Perkins, A. T., Boston.
Perkins, Edward N., Jamaica Plain.
Perkins, William, Boston.
Peters, Edward D., Boston.
Pickett, John, Beverly.
Pickman, W. D., Boston.
Pickman, Mrs. W. D., Boston.
Pierce, Hon. H. L , Boston.
Pierson, Mrs. Mary E., Windsor, Conn.
Potter, Isaac M., Providence.
Potter, Mrs. Sarah, Providence.
Pratt, Elliott W., Boston.
Prendergast, J. M., Boston.
Preston, Jonathan, Boston.
Pulsifer, R. M., Boston.
Quincy, George Henry, Boston.
Quincy, Samuel M., Wollaston.
Reardon, Dennis A., Boston.
Rice, Hon. A. H., Boston.
Rice, Fitz James, Providence.
Richardson, Mrs. Jeffrey, Boston.
Richardson, John, Boston.
Richardson, Mrs. M. R., Boston.
Robbins, R. E., Boston.
Robeson, W. R., Boston.
Robinson, Henry, Reading.
Rodman, S. W., Boston.
Rodocanachi, J. M., Boston.
Rogers, Henry B., Boston.
Rogers, Jacob C., Boston.
Ropes, J. C., Boston.
Ropes, J. S., Jamaica Plain.
Rotch, Miss Anne L., Boston.
Rotch, Mrs. Benjamin S., Boston.
Rotch, Miss Edith, Boston.
Russell, Henry G., Providence.
Russell, Mrs. Henry G., Providence.
Russell, Henry S., Boston.
Russell, Miss Marian, Boston.
Russell, Mrs. S. S., Boston.
Saltonstall, H., Boston.
Saltonstall, Hon. Leverett, Newton.
Sampson, George, Boston.
Sanborn, Frank B., Concord.
Sayles, F. C., Pawtucket, R. I.
Sayles, W. F., Pawtucket, R. I.
Schlesinger, Barthold, Boston.
Schlesinger, Sebastian B., Boston.
Sears, David, Boston.
Sears, Mrs. David, Boston.
Sears, Mrs. Fred., Jr., Boston.
Sears, F. R., Boston.

Sears, Mrs. K. W., Boston.
Sears, Mrs. P. H., Boston.
Sears, Mrs. S. P., Boston.
Sears, W. T., Boston.
Sharpe, L., Providence.
Shaw, Mrs. G. H., Boston.
Shaw, Henry S., Boston.
Shaw, Quincy A., Boston.
Shepard, Mrs. E. A., Providence.
Sherwood, W. H , Boston.
Shimmin, C. F., Boston.
Shippen, Rev. R. R., Washington.
Sigourney, Mrs. Henry, Boston.
Slater, H. N., Jr., Providence.
Snelling, Samuel G., Boston.
Spaulding, J. P., Boston.
Spaulding, M. D., Boston.
Spencer, Henry F., Boston.
Sprague, F. P., Boston.
Sprague, S. S., Providence.
Stanwood, Edward, Brookline.
Stearns, Charles H., Brookline.
Steere, Henry J., Providence.
Stewart, Mrs. C. B., Boston.
Stone, Joseph L., Boston.
Sturgis, Francis S., Boston.
Sturgis, J. H., Boston.
Sturgis, James, Boston.
Sullivan, Richard, Boston.
Swan, Mrs. Robert, Boston.
Sweetser, Mrs. Anne M., Boston.
Taggard, B W., Boston.
Taggard, Mrs. B. W., Boston.
Tappan, Miss M. A., Boston.
Tappan, Mrs. William, Boston.
Temple, Thomas F., Boston.
Thaxter, Joseph B., Hingham.
Thayer, Miss Adele G., Boston.
Thayer, Miss A. G., Andover.
Thayer, Rev. George A., Cincinnati.
Thomas, H. H., Providence.
Thorndike, Mrs. Delia D., Boston.
Thorndike, S Lothrop, Cambridge.
Thurston, Benj. F., Providence.
Tilden, Mrs. M. Louise, Milton.
Tingley, S. H., Providence.
Tolman, Joseph C., Hanover.
Torrey, Miss A. D., Boston.
Troup, John E., Providence.
Turner, Miss Abby W., Boston.
Turner, Miss Alice M., Boston.
Turner, Miss Ellen J., Boston.
Turner, Mrs. M. A., Providence.
Underwood, F. H., Boston.
Upton, George B., Boston.
Villard, Mrs. Henry, New York.
Wales, George W., Boston.
Wales, Miss Mary Ann, Boston.
Wales, Thomas B., Boston.
Ward, Rev. Julius H., Boston.
Ware, Charles E., M.D., Boston
Ware, Mrs. Charles E., Boston.
Ware, Miss M. L., Boston.
Warren, J. G., Providence.
Warren, S. D., Boston.
Warren, Mrs. Wm. W., Boston.
Washburn, Hon. J D., Worcester.
Weeks, A. G., Boston.
Welch, E. R , Boston.
Weld, Otis E., Boston.
Weld, R. H., Boston.
Weld, Mrs. W. F., Philadelphia.
Weld, W. G., Boston.
Wesson, J. L., Boston.
Wheeler, Nathaniel, Bridgewater, Conn.
Wheelwright, A. C., Boston.
Wheelwright, John W., Boston.
White, B. C., Boston.
White, C. J., Cambridge.
White, Charles T., Boston.
White, G. A , Boston.
White, Joseph A., Framingham.
Whitford, George W , Providence
Whiting, Ebenezer, Boston.
Whitman, Sarah W., Boston.
Whitney, Edward, Belmont.
Whitney, E., Boston.
Whitney, H. A., Boston.
Whitney, H. M., Boston.

Whitney, Mrs., Boston.
Whitney, Miss, Boston.
Wigglesworth, Miss Ann, Boston.
Wigglesworth, Edward, M.D., Boston.
Wigglesworth, Thomas, Boston.
Wightman, W. B., Providence.
Wilder, Hon. Marshall P., Dorchester.
Williams, George W. A., Boston.
Winslow, Mrs. George, Roxbury.
Winsor, J. B., Providence.
Winthrop, Hon. Robert C., Boston.
Winthrop, Mrs. Robert C., Boston.
Winthrop, Mrs. Thomas L., Boston.
Wolcott, J. H., Boston.
Wolcott, Mrs. J. H., Boston.
Woods, Henry, Boston.
Worthington, Roland, Roxbury.
Young, Mrs. B. L., Boston.
Young, Charles L., Boston.

SYNOPSIS OF THE PROCEEDINGS

OF THE

ANNUAL MEETING OF THE CORPORATION.

South Boston, Oct. 13, 1886.

The annual meeting of the corporation, duly summoned, was held today at the institution, and was called to order by the president, Samuel Eliot, LL.D., at 3 P.M.

The proceedings of the last meeting were read by the secretary, and declared approved.

Mr. John S. Dwight presented the report of the trustees, which was read, accepted, and ordered to be printed with that of the director, and the usual accompanying documents.

The treasurer, Mr. Edward Jackson, read his report, which was accepted, and ordered to be printed.

The suggestions of the auditors of the treasurer's accounts with regard to changes to be made in some of the details of keeping the books of the institution, were read and discussed, and the matter was referred to a special committee,

consisting of Messrs. S. Lothrop Thorndike, Joseph B. Glover and James Sturgis, with full powers.

The corporation then proceeded to ballot for officers for the ensuing year, and the following persons were unanimously elected : —

President — Samuel Eliot, LL.D.

Vice-President — John Cummings.

Treasurer — Edward Jackson.

Secretary — M. Anagnos.

Trustees — Joseph B. Glover, J. Theodore Heard, M. D., Andrew P. Peabody, D. D., Edward N. Perkins, Henry S. Russell, Samuel M. Quincy, James Sturgis and George W. Wales.

The meeting was then dissolved, and all in attendance proceeded, with the invited guests, to visit the various departments of the school and inspect the premises.

M. ANAGNOS,

Secretary.

REPORT OF THE TRUSTEES.

PERKINS INSTITUTION AND MASS. SCHOOL FOR THE BLIND,
SOUTH BOSTON, Oct. 1, 1886.

TO THE MEMBERS OF THE CORPORATION.

Gentlemen and ladies: — We respectfully present to you, and, through you, to the legislature of Massachusetts, the *fifty-fifth* annual report, showing the progress and condition of the institution under our charge for the financial year ending Sept. 30, 1886.

Fuller details are appended in the report of the director.

1. The year has been very prosperous, the number of pupils increasing rapidly, indeed to such an extent that all the buildings are almost overcrowded.

The health of the household has been exceedingly good. During the summer vacation one of the pupils died, in the country, of malarial fever, which he contracted the previous year in his native place in Rhode Island. Also, one of the first ten pupils of Dr. Howe, Miss Caroline A. Sawyer, for

many years the faithful janitress of the main building of the institution, died from the effects of an accident, at the age of 66 years.

The total number of blind persons connected with the institution is 180; of these 146 are pupils, and 34 teachers, workmen and employés. A year before, the pupils numbered 141. The number of applicants for admission this term has been larger than ever.

2. The School —

which is the main object of the institution — continues to improve upon its methods, or, at least, to carry them out more thoroughly, and with more and more satisfactory results. It seems unnecessary to repeat, in only stronger words, what was said in our last year's report of the many-sidedness and wisdom of the plan of education — physical, intellectual and moral; of its careful adaptation to each individual bent, capacity and temperament, as well as to the whole idea of perfect womanhood and manhood; of the excellence of the instruction in every department of a very comprehensive curriculum of studies, each gaining zest by the continual relief from all monotony of subjects and of exercises; or of the marked fidelity and patience of a superior and successful corps of teachers. Every intelligent, right-minded visitor of the school rooms must have been convinced of this.

3. Commencement Exercises.

But the most interesting and persuasive demonstrations have appeared in the annual commencement exercises of the graduating classes, which have been held for several years in the presence of the whole school, and of overflowing and enthusiastic audiences — never more so than at the last occasion of the kind, at Tremont Temple, June 1, of the present year. We let the *Christian Register* (June 10) describe it.

"The sympathy was partly of delight and ever fresh surprise, partly, too, of sadness. But the sadness seemed to be wholly on the part of tender-hearted listeners and spectators, and, to a great extent, superfluous, imaginative, and not at all on that of the bright-looking objects of the sympathy. They, older or younger, appeared too happy in the many-sided exercise of all their faculties, both intellectual and physical and moral, and in the delightful consciousness of a continually widening progressive culture, all pervaded by a rhythmical, æsthetic sense and spirit even to realize their deprivation of the sense of sight. Somehow, their whole bodies seemed to see; else, how could they find their way, with such unerring accuracy, through all the complicated evolutions of their gymnastic exercises and the military drill, never overstepping dangerous limits, and marching off the platform with free step, heads erect, without once stumbling on the stairs?

"Dr. Samuel Eliot, president of the corporation, presided with his usual grace and tact, first introducing Governor Robinson, who expressed a warm appreciation of the school and what it had accomplished. (Before this, however, Händel's Fifth Concerto had been finely played upon the

organ by one of the graduating pupils, Mr. Charles H. Prescott. It was too good to be made a mere accompaniment to all the talk and bustle of a crowd coming in.)

"Next, the band of the pupils (brass, with clarinets) gave a spirited performance of the 'Bridal Chorus,' with introduction, from 'Lohengrin.' Then, a young lady graduate, Miss Evalyn A. Tatreau, in a clear voice and good accent, spoke briefly of the 'Laws of Mechanics,' which she illustrated by the sewing-machine before her; and no one was any the less convinced of her thorough acquaintance with the instrument, or of her skill in using it, by the slight difficulty which she had in threading the needle, owing to nervousness and to the fact that the machine was a new one, brought there for good looks. A double quartet for male voices — a hunting chorus — was sung with fine effect. It was from a manuscript opera by Mr. H. Strachauer, of which the libretto, founded on Campbell's short ballad of 'Glenara,' was one of the last literary works of Julia R. Anagnos, the gifted and lamented wife of the director of the institution.

"This was followed by the always remarkable exercise in geography, — this time by four little boys, whose sure and rapid recognition and description and replacing of different countries, taken from dissecting maps, called forth continual applause; and then specimens of reading by the touch by two girls, one of whom, very young, a pupil only since September, showed wonderful aptitude, including a very clear and eloquent delivery in her simple way. A solo for the clarinet, quite a difficult and varied cavatina, played with fine, smooth tone and artistic phrasing by Clarence W. Basford, brought Part I. to a close.

"Without a pause, Part II. followed (for great care was taken this time to keep the exercises within a reasonable length, and so successfully that scarcely any left the hall so long as anything remained upon the programme). It was ushered in with martial music on the piano, when a brave squad of noble

youths marched in, clad in simple uniform, and went through the manual of musket-handling and all the common military movements with perfect promptness and precision. Their 'colonel' and instructor had great reason to be proud of them. There were also dumb-bell exercises by a fine-looking set of young boys, all with good heads and good physique, all bright and animated, which showed a unity of time and movement which it would seem hardly possible to teach to pupils without sight. Girls followed (in tasteful, simple uniform, as were the boys; and this æsthetic phase of the business both parties seemed to enjoy as keenly as if they had their eyes) in very graceful rhythmic exercises, with long silvered tubes or wands.

"And then came the most interesting part of all. Before eight little tables sat six little boys and six little girls, who modelled figures (a windmill, a lighthouse, the beacon on old Beacon Hill, a ship, a pen, etc.), illustrating 'Early Boston in Clay.' The charm and quaintness of the show, the quick, bright way in which each little one held up and explained his work, drew laughter even to tears. And, meanwhile, a most eloquent, persuasive appeal in behalf of the kindergarten school for little sightless children, of a tenderer age than these, was addressed to the audience by Hon. Leverett Saltonstall. Then, if ever, were the sympathies of twenty-five hundred people warmed to a pitch that would respond to any such appeal. What if the benevolent-looking trustees on the platform had been provided with contribution-boxes, and had walked round canvassing the crowd in person? Would they not have reaped a harvest? For that would have been striking while the iron was hot.

"After a fine duo for two cornets, beautifully executed by C. H. Prescott and C. T. Gleason, came the only address by a graduate, the valedictory, by Miss Annie M. Sullivan, of which we have not room to say a tithe of what we would. It was in an altogether earnest, sincere, thoughtful spirit, full of wise

suggestions, and spoken in tones that vibrated with true feeling and with genuine refinement; a fit prelude to the touching, wise remarks of Dr. Eliot, before presenting the diplomas to the eight graduates of the day, whose names are: Alice Viola Carleton, Lillie May Fletcher, Charles Timothy Gleason, Charles Harrison Prescott, Daniel Scott, Annie Mansfield Sullivan, Evalyn Annie Tatreau and Arthur Leon Warren. God crown their honest aspirations with success!

"Another extract from 'Glenara,' a brilliant finale sung in chorus by all the voices, worthily closed the memorable exhibition of the ways in which the blind are taught to see, and with an inner sight that more than makes up for the loss of any single outward sense."

4. Teachers and Officers.

With two exceptions, the services of all the officers and teachers have been re-engaged for the coming year. The school loses two teachers in Miss Anna S. Low and Miss Mary C. Moore. The former resigned in May, to accept a more lucrative position elsewhere; while the latter was obliged to retire from the work of the school — it is hoped only temporarily — by utter need of rest and recreation after the arduous labors of nine consecutive years. Both of these vacancies have been filled.

5. Post-graduate Course.

The success of the school is so far most encouraging. Yet, in the opinion of the director, founded on the best of reasons, our educational ladder is still incomplete. Two most important rounds, the

lowest and the uppermost, are wanting. The kindergarten is intended to supply the one. The other may be called a *post-graduate course*, for the advantage of deserving graduates of our school, who have shown a marked talent and a capacity for higher attainment in some important branch of study or of art, — say music. We would secure for them such "finishing lessons" as would outrun the period of our school course, and enable them to enjoy the lessons, counsels and examples of the most distinguished masters and professors within reach in each department. This board has already authorized the taking of the first steps, in a tentative and gradual way, beginning modestly, for the organization of such a course. It is confidently hoped that wealthy friends of education and the blind, will be found willing and happy to endow a few *scholarships* with this view. It is not a mere desideratum, but an absolute necessity, in order to complete the system of the education of the blind.

We have the pleasure to add, that the eminent artist, Prof. Carl Baermann, has, after careful examination of their capacities, consented to give lessons to two of last year's graduates on the pianoforte.

6. The Kindergarten for the Blind.

This is by no means yet an outworn subject of appeal. Newspapers, public halls and private parlors, and indeed the minds and sympathies of

the most charitable and thoughtful of the whole community, have for several years been full of it. Much has certainly been given, and much done, towards the realization of the plan. Still the need continues. Great interest has been manifested by old and young, by rich and poor, and even by the children. At a children's fair in Swampscott, a few months since, the sum of $672.66 was obtained for the cause. And the blind children of our school, eagerly, in many humble ways, have clubbed together their small means, giving concerts, holding fairs, to do their part for the salvation and fair education of their sightless younger brothers and sisters, so that they may not be past recovery, both morally and mentally, before they have attained the age that fits them to become pupils of this institution. During the last winter and spring, several most attractive entertainments were given at large private houses, by a number of our foremost authors and musical artists, by which the project was brought to the direct notice of the more favored and benevolent of our community. The result pecuniarily was very handsome ($915.00).

As the case now stands, the new building (first of a contemplated group of several), on the beautiful grounds secured at Roxbury, is rapidly reaching completion, and will be ready for occupancy in about three months. But the funds so liberally subscribed for the purchase of the land

and for the building are entirely exhausted; and a debt of about $12,000 will be incurred for finishing and furnishing the house, and for the employment of a corps of teachers and attendants.

The infant school will be organized about the first of January with a dozen or fifteen little pupils; and there is not a penny left in our treasury for its support! Funds are absolutely needed for carrying on the work whose importance, desirableness and absolute necessity are fully conceded, and whose promise is enthusiastically hailed by all good men and women who have the interests of education and the young at heart. If the enterprise, which has been so sanctioned by the general God-speed, and which has striven upward to so promising a height of realization, shall now, after all, be allowed to fail for want of the material means which so abound in many rich and kindly hands, there will be much time lost before there will be the courage to begin anew to climb up from the bottom of the mountain. So far the effort has succeeded well; but it must be *crowned* with success. The kindergarten for the blind must be made an accomplished fact, beyond the possibility of any further doubt or drawback. We must all put our hands to the wheel *now* — now that the chance is good — and lift it to the height of safe and permanent accomplishment.

7. The Finances

are in a healthy condition. Strict economy is practised, and careful oversight in the matter of expenses is exercised by the auditors.

Grateful acknowledgments are due both to Judge Chas. Allen for including our school in the list of the institutions which he designated as the recipients of certain funds left by the late Mrs. Valeria G. Stone, to be applied to charitable purposes, and to the trustees of the estate, Rev. William H. Wilcox, D. D., and Hon. Alpheus Hardy, for paying our share ($5,000) to our treasurer at once.

The treasurer's exhibit may be summarized as follows: —

Cash on hand Oct. 1, 1885,	$2,056 55
Total receipts from all sources during the year (including collections of payable notes),	136,176 56
	$138,233 11
Total expenditures and investments,	101,905 66
Balance.	$36,327 45

8. Printing for the Blind.

The work has continued with its accustomed vigor. Among the books issued in raised type during the past year are Sir Walter Scott's "Talisman" in two volumes; a complete edition of the New Testament, in three volumes; and the first

two volumes of Charles Dickens's "David Copperfield."

Improvements are constantly making in the printing office, and a new press has been built for it, which gives better satisfaction than any other machine of the kind.

9. The Workshop for Adults.

The results here are about the same as in the preceding year. The department is not self-supporting. Nor does it afford sufficient employment for a large number of blind persons who are eager to earn their bread by the sweat of their brow. It is not pleasant to have to make the same report, substantially, year after year. Success is certainly deserved. The work is warranted to be very satisfactory, both as regards material and labor. An increase of patronage is again most earnestly solicited.

10. Death of Members.

During the past year, as in almost every year, this corporation has suffered serious losses in its list of members. Among those who have been removed from us by death we have to count such honored names as Henry P. Kidder, Hon. Amos A. Lawrence, and Charles C. Perkins, all of Boston; also Mrs. Frederic H. Bradlee, George L. Claflin, Providence; Mrs. Rebecca Conant, Amherst, N. H., Jacob Dunnell, Pawtucket, R. I., R. J. Fellows, New Haven, Conn., Benjamin F.

Greene, Central Falls, R. I., Rt. Rev. T. F. Hendricken, Providence, Edward Lawrence, Charlestown, George C. Richardson, William W. Tucker, and John E. Wetherbee.

But the irreparable loss which comes immediately home to the school, the institution, and to all of us, — particularly to the school, and to its teachers and its pupils personally, — is that of one who grew up with this school, and who gave her energies and her rich resources of mind and character to its advancement and to the welfare of the blind, — the oldest child and daughter of its noble founder, — the admirable wife, and the best human inspiration and support of Dr. Howe's successor in the arduous work, which he still carries on with all his heroic zeal and energy in spite of this bereavement, as if she yet, invisibly, were with him. From her childhood her sympathies were irresistibly drawn to her father's philanthropic enterprise; and she became year by year, though not officially, a more and more valuable assistant. She inherited philanthropy, and in her hands the talents were increased. She not only contributed to the instruction, teaching languages, reading choicest literature to classes of the pupils, conversing with them, and in a very quickening way, on serious and improving topics; but she was in an important sense the confidential friend of many of the girls particularly, and also of the boys. They derived high aim, direction and encouragement from her.

She did all she could to make their life here happy, employing to this end those rare social gifts which she had enriched, refined, enlarged by an unremitting process of self-culture in the least selfish sense. Hers was a large and generous nature. Her love of truth amounted to a passion. Her sympathies were very broad and catholic. And she was honored and beloved in life, as she is now lamented, by all who came within her sphere.

All which is respectfully submitted by

FREDERICK L. AMES,
FRANCIS BROOKS,
JOHN S. DWIGHT,
JOSEPH B. GLOVER,
J. THEODORE HEARD,
ANDREW P. PEABODY,
EDWARD N. PERKINS,
SAMUEL M. QUINCY,
HENRY S. RUSSELL,
JAMES STURGIS,
THOMAS F. TEMPLE,
GEORGE W. WALES,

Trustees.

THE REPORT OF THE DIRECTOR.

"Though varying wishes, hopes and fears,
Fever'd the progress of these years,
Yet now, days, weeks and months but seem
The recollection of a dream."

SCOTT.

TO THE BOARD OF TRUSTEES.

Gentlemen: — In conformity with a regulation of your board, which requires of the director an annual account of the condition and progress of the school, and of the advancement of its objects, and the administration of its internal concerns, I have the honor to submit the following report: —

During the past year a high degree of success has been attained in every department of the institution.

The usual course of physical training, of literary studies, of music, and of handicrafts, has been pursued uninterruptedly, and has borne good fruit.

A spirit of marked devotion to the objects for which the establishment was founded, has animated the teachers and officers in the discharge of their

respective duties, and perfect freedom from friction has prevailed in the management of the affairs of the household.

The pupils have pursued their studies and occupations with diligence and faithful industry, have exhibited commendable deference and obedience towards those who have had the care of them, and have shown much harmony and good will in their intercourse with each other.

The school has been preparing the youth of both sexes to free themselves from the incubus of dependence, which weighs so heavily upon them, and to vindicate that capacity for perfect development, which is their birth-right, in common with all other classes of children.

The continuance of public esteem has been proved by the increasing number of visitors, and the friends of the establishment have manifested in various ways their interest in its beneficiaries and their confidence in its management.

There has scarcely ever been a time when the institution had larger and more pressing work to do in behalf of the blind of New England, and it should be strengthened and enabled to go forward, not only unincumbered, but with increased energy and resources. Its graduates have gained a place in the regard of the community which promises a yet more prosperous and beneficent future.

Number of Inmates.

"And better thence again, and better still,
In infinite progression."

Thomson.

On the 1st of October, 1885, the total number of blind persons connected with the institution in its various departments as pupils, teachers, employés, and workmen and women, was 172. Since then, 30 have been admitted and 22 have been discharged, making the present total number 180.

Of these, 158 are in the school proper and 22 in the workshop for adults.

The first class includes 146 boys and girls, enrolled as pupils, 10 teachers and other officers, and 2 domestics. Of the pupils there are now 141 in attendance, 5 being temporarily absent on account of ill-health or from other causes.

The number in actual attendance has been greater than ever before; it is indeed larger than would be desirable in institutions organized upon the usual plan. In ours the evil effects of the congregation of so many defectives are less perceptible, because they are divided into five distinct families, live in separate dwellings, and come together in classes only for purposes of instruction, as ordinary children go to day school.

There has been a steady increase of applicants for admission during the past year, and I am sorry to say that, although the cottages for girls are

crowded to their utmost capacity, there are still several eligible candidates waiting to fill any vacancies which may soon occur, and that it will not be very long ere the boys' department will be in the same predicament.

The problem of procuring sufficient accommodations for all children of suitable age, so that we may be able to receive them readily and without loss of valuable time, is more serious and perplexing now than ever before, and demands speedy solution. Considering the matter in all its present bearings and future prospects, I cannot but think that the most feasible and satisfactory way to overcome the difficulty would be to erect a building, or buildings, on our new estate in Roxbury without delay, and provide therein room and the means of instruction and training for all girls and boys who are under fourteen years of age.

Health of the Household.

"From toil he wins his spirits light,
From busy day the peaceful night:
Rich, from the very want of wealth,
In heaven's best treasures, peace and health."

Gray.

The measure of health with which this school has been always blessed, and which has been frequently mentioned in former reports as remarkable and as a cause of devout thankfulness, has

been enjoyed during the past year to its fullest extent.

No epidemic or contagious disease of an alarming kind has prevailed among the members of the household, and no death has invaded our circle in the institution itself; yet, to use the words of the poet,

"We cannot hold destruction's hand,"

and we have to record a sad instance of mortality which has occurred during the summer vacation in the country. A much-prized pupil was sent out of town as soon as the school term closed, at the expense of a most benevolent lady, with the hope that the tone of his debilitated system might be restored under good care and healthful surroundings. James H. Gallan, one of the beneficiaries from the state of Rhode Island, died in South Chelmsford of intermittent malarial fever, which he contracted about a year ago in Pawtucket — the place of his residence — and from which he suffered more or less ever after. He was a lad of considerable parts, but with a constitution lacking in strength and vitality. His amiable disposition, modest demeanor, goodness of heart, correct deportment and manly aspirations had endeared him to all with whom he had come in contact, and his loss was severely felt by both teachers and scholars.

Not less affecting was the end of Miss Caroline

Augusta Sawyer, one of the earliest pupils of the institution, whose familiar footstep and voice ceased very suddenly to be heard within its walls. On Friday, March 19th, she complained of feeling ill, but could not be persuaded to stay in her chamber. She went to breakfast as usual that morning, and as she came out from the dining-room, fell fainting in the entrance hall and fractured a hip bone. The following day she was removed by Dr. Homans to the Massachusetts General Hospital for treatment, where she passed away peacefully on Tuesday, March 23d. Her death was the direct result of the accident. Miss Sawyer was born in Sterling, Mass., Aug. 2, 1819. On the 18th of March, 1833, she joined the little group of nine sightless children whom Dr. Howe had just gathered under the roof of his father's house in Pleasant street as the nucleus of the school. After graduating, she continued to serve the establishment, in her humble way, with great zeal, striking fidelity, inimitable loyalty and exemplary honesty. She was a person of uncommon sincerity and marked individuality. Pure-minded, clear-headed, straightforward, intelligent in conversation, diligent in her work, vivacious in temper and wonderfully simple in manner, she was regarded with great affection by a large circle of friends and acquaintances. Beneath her silver locks was thriving a golden heart. Within her frail frame was nourished an upright conscience

From her time-worn features radiated a smile so full of tenderness and genial sympathy that it was more contagious than the laugh of youth. Her good old age was like the evergreens of the forest that tower above the sheeting snows in the midst of winter frosts; though bending with their load of icicles, they are yet robed in a foliage that never fades. Miss Sawyer was most happy and joyous in the performance of her duties under the roof of the institution. Of the many fine qualities which adorned her character, her profound gratitude for the educational advantages provided for the blind and the true filial love which she entertained toward their illustrious benefactor, were the noblest. Her heart was filled with delight at every new improvement or increase of opportunities and facilities for the instruction and training of sightless children, and the kindergarten project was uppermost in her feelings and thoughts. The fiftieth anniversary of her connection with the establishment was celebrated three years ago in a most fitting manner. Cordial congratulations and numerous tokens of appreciation and good will were presented to her on the occasion by relatives, friends and associates, and she received them with becoming modesty and child-like pleasure. Miss Sawyer's death was deeply lamented by many persons who were warmly attached to her; but to none could it have caused so sharp a pain as it did to me. Coming immediately after the dreadful

blow which had fallen upon me so suddenly — a blow that deprived me of the most precious treasure which I possessed on earth — it left a terrible impression upon my mind, and I cannot ever think of the sad events which have come to pass in rapid succession without recalling to memory the following well-known lines of Moore, which seem to bear upon my case with peculiar fitness : —

"When I remember all
The friends, so link'd together
I've seen around me fall,
Like leaves in wintry weather;

I feel like one who treads alone
Some banquet-hall deserted,
Whose lights are fled, whose garlands dead,
And all but he departed."

Aim of the Education of the Blind.

"The fair mind in the fair body will be the fairest and loveliest of all sights to him who has the seeing eyes."

Plato.

Of all the nations of antiquity the Greeks occupy the most prominent position in the history of pedagogy. They held a very exalted idea of manly excellence, and aimed at the attainment of a high degree of development. "To produce harmony and symmetry and grace in every faculty of mind and body, was their notion of education," says Charles Kingsley; and his statement is fully con-

firmed by the writings of the two most mighty philosophers the world has ever seen. Plato and Aristotle have thrown into relief this conception and urged its realization. The Athenian law-giver, Solon, has placed physical and intellectual training upon the same footing. These were made parts of a whole system, inseparable from each other. The children were required to attend by turns the school for gymnastics and that for grammar. The mind was considered, however, as the seat of the higher aspirations, and its cultivation received due attention not only in the *academia* and the *lyceum*, but everywhere. It was indeed in the *palaestra* that Socrates found his readiest hearers, and dispensed his abstrusest lore. Can we imagine a dialogue such as the *Theaetetus* or *Phaedo* being held in a cricket-ground with the players waiting for their innings?

Above all other races, the Greeks strove to produce a strong and beautiful nature by lopping and pruning and trimming the branches which it sends out on all sides into the circumambient air: and they achieved unparalleled success; and placed the civilized world under great and permanent obligations. The higher spiritual life and æsthetic refinement of all nations have been nurtured under their influence. Though the stream of culture has broadened and deepened since the glory of the Hellenic republics waned, receiving in particular the mighty tributaries of modern science and in-

vention, it must yet trace its origin to the renowned cities of Athens and Sparta. They have left us a rich heritage in the domains of thought and government. They have transmitted to us the records of heroic deeds of patriotism that have never been surpassed. In architecture and sculpture they have furnished models and inspiration for all time; and in the most important departments of literature, — in poetry, history, oratory and philosophy, — they have produced works of exalted genius and perpetual worth. No doubt many are the causes which have contributed to the fertile growth of such extraordinary fruits; but the principal among them may be justly ascribed to the pedagogy of the Greeks, whose ideal sprang from a passion for beauty and harmony, and a joyous sense of well-being.

As of old, so in the present age the end of education is complete human development. This is attained by leading the several sides of a child's nature to a harmonious realization of their highest possibilities. The finished result is a noble manhood and womanhood, whose elements are a healthy body, a clear and well-informed intellect, sensibilities quickly susceptible to every right feeling, and a steady will, the volitions of which are determined by reason and an enlightened conscience.

The foundation upon which the weight of modern education rests, is the doctrine of inter-dependence of body and mind, — the creed, that to work

the latter is also to set in action a number of the organs of the former; that "not a feeling can arise, not a thought pass, without a set of concurring processes of the physical frame." This belief is the child of the scientific spirit embodied in the new physiology and psychology, and was engendered through the labors of Harvey and Haller, Müller and Weber, Helmholtz and Wundt. Prof. Huxley gives utterance to the views of a large circle of scientific thinkers when he says: "That man, I think, has had a liberal education who has been trained in his youth that his body is the ready servant of his will, and does with ease and pleasure all the work it is capable of; whose intellect is a clear, cold logic-engine, with all its parts of equal strength, and in smooth working order, ready, like a steam-engine, to be turned to any kind of work, and spin the gossamers as well as forge the anchors of the mind; whose mind is stored with a knowledge of the great and fundamental truths of nature, and of the laws of her operations; one who, no stunted ascetic, is full of life and fire, but whose passions are trained to come to heel by a vigorous will, the servant of a tender conscience; who has learned to love all beauty, whether of nature or of art, to hate all vileness, and to respect others as himself."

In its essential principles, the education of the blind does not differ from that of the seeing. It is the same both in theory and practice. It aims

at developing a strong intellect in a healthy frame, improving and counteracting so far as possible such physical imperfections and psychological peculiarities as arise from the void of sight; at building in their minds a new dome of thought high enough to enable them to supersede all material obstructions, and to open to them new vistas of intellectual joy and moral excellence; and at imparting to them that special training and practical knowledge, which are required for the performance of the various labors and duties of life.

A cursory review of what has been accomplished in the various departments of the institution during the past year will show, that physical, intellectual, moral, æsthetic and technical education have been marching abreast, and that high motives and noble aspirations have been kindled and fostered in the pupils as the impelling force to arouse to self-activity, thus enabling them to conquer the difficulties and surmount the obstacles that lie in their path and hinder their progress.

Department of Physical Culture.

"To cure the mind's wrong bias, spleen,
Some recommend the bowling green,
Some hilly walks. — all, exercise;
Fling but a stone, the giant dies."

Green.

That physical culture constitutes the foundation upon which an efficient system of education should

be based, and that too much attention can scarcely be bestowed upon it, a few words will suffice to prove.

A sound and vigorous body is indispensable to a healthy and powerful mind. It is the main instrument in all achievements of great importance and supreme value. It is to the intellectual faculties and ethical nature what the roots, the trunk and the branches of a tree are to its leaves, blossoms and fruit, — the source of their development, as well as the *sine qua non* condition on which it depends.

For reasons relating partly to the sedentary habits and sluggish inactivity which the loss of sight superinduces in its victims, but mainly to the organic diseases which destroy or impair the visual sense, the blind as a class are poor in stamina and inferior in physique. Compared with seeing children and youth, they lack vitality and endurance. The fine animal, which Emerson considers as the first requisite in every efficient man, seems to have become extinct in their ranks. It is very rare to find among them a person with an erect frame, a well developed thorax, and that clear, glowing countenance, which is not only an essential ingredient of beauty, but a sure sign of health.

On the other hand, puny forms, pale faces, nerveless looks, lateral curvatures of the spine, crooked backs, projecting necks, uncouth habits of reeling backward and forward, hollow chests and slouch-

ing shoulders abound among them. Nor do these physical blemishes and peculiarities exist without corresponding intellectual imperfections. Indolence, inertia, want of mental alertness and concentration, laxity of memory, restiveness under discipline, weariness of study, as well as numberless moral evils, are quite often allied to them.

But these and numerous other ills of a similar kind are not merely accidental nor simply the result of ignorance and neglect. As a general rule they are visible symptoms of some latent disorder or constitutional weakness. They can be traced to physical causes. In some instances, they indicate unerringly, that the nervous force is at a low ebb, and that debility and insidious scrofulous affections are at work, consuming the vitality and sapping the foundations of the material organism.

Hence it is of prime importance, that these defects should be remedied so far as possible, and the machine put in good working order before we can reasonably hope to render the brain a garden of knowledge and the heart a nursery of goodness and noble aspirations. In order to make thorough scholars, efficient musicians, skilful mechanics, nay, men and women fitted for life, and able to perform its ordinary duties, we must first and above all build securely the pedestal upon which the statue of their education and professional training is to be raised. Without this, all attempts to pursue

"Paths of renown and climb ascents of fame"

will prove abortive. No one can scale the lofty summits of Helicon and seek admission to the abodes of Apollo and the muses without being endowed with a sound body, clad in beauty and strength,

"With health in every vein.
And reason throned upon his brow."

It is no more possible to nurture high thoughts, fine taste and great inspirations in an enervated and sickly frame, than it is to make fair plants grow and thrive in a stony and barren ground.

In view of these facts, and in compliance with the principles which lie at the foundation of our scheme of education, physical culture has continued to constitute an integral part of the work of our school, and has received unswerving attention.

During the past year our gymnasium has been refitted and provided with a variety of new apparatus, which not only add to its attractions, but increase its efficiency.

The course of bodily training therein pursued has been prosecuted with uncommon energy, and no pains have been spared on the part of those in charge to improve and systematize a regular, intelligent, and, to some degree, scientific series of exercises, consisting of free gymnastics, calisthenics and military drill. These exercises are calculated

to enlarge and strengthen the various muscles of the trunk, neck, arms and legs; to expand the chest so as to facilitate the play of the lungs; to render the joints supple, and to impart to the pupils grace, ease, and steadiness of carriage, combined with vigor, elasticity and quickness of movement.

Experience and daily observation enable me to state, that the favorable results of a strict adherence to our system of physical training are strikingly noticeable in the health and symmetrical growth, as well as in the appearance, gait, manners and disposition of our pupils.

Thus our efforts in this direction have met with their legitimate reward.

I take sincere pleasure in availing myself of this opportunity to acknowledge publicly, that the good work already accomplished in this department is a living and lasting monument to the industry, devotion, patience, ingenuity and judicious efforts of both Col. John H. Wright and Miss Della Bennett. Their trust in the salutary effects of physical culture is unwearying, and it would be scarcely possible to find two more earnest and faithful laborers in the circle of its promoters than they are.

But beneficent and valuable as gymnastics and calisthenics under shelter are, exercise taken out of doors in the blaze of broad day is infinitely more so. Everything that grows requires this light of day. The esculent that sprouts in the cellar has

no vigor, no greenness, no flavor: it needs the air and the sunshine to give it these. Fishes that are found in the pools of caves, where the beams of the gold lamp of heaven never penetrate, are destitute of eyesight. It is the light and warmth of the sun that cheer, embellish and bless.

Blind children more than all others should be made to spend a part of every hour in the open air. They should be urged to join in sports on the play-ground in all kinds of weather. In the words of Horace, —

> "They must sharp cold and scorching heat despise,
> And most tempt danger where most danger lies."

If we would make them hardy and fearless, we must require them to go abroad as often as possible, and amuse themselves together in playing; in defying wind and weather, romping in the fine dry snow, —

> "Smoothing and twirling the hoary locks of winter."

Instead of keeping them in the house all day near steam-pipes and heaters, we must let them face the keen edge of a north wind, when the mercury is near or below zero; and, instead of minding a little shivering and complaining when they return, cheer up their spirits and send them out again. In this way we will teach them, that they are not born to live in a nursery, nor to brood over the radiator;

but to range abroad, as free as the snow and the air, and to gain warmth from exercise. As Humphrey says, the youth who turns not back from the howling wintry blast, nor withers under the blaze of summer, nor magnifies "mole-hills into mountains," but whose daring mind, exulting, scales the eagle's airy crag, that youth is ready to undertake anything that is prudent and lawful within the range of possibility. Who would think of planting the mountain oak in a greenhouse, or of rearing the cedar of Lebanon in a lady's flower-pot? Who does not know, that in order to attain their mighty strength and majestic forms, these trees must freely enjoy the rain and the sunshine, and must feel the rocking of the tempest?

Literary Department.

"As the uncultured prairie bears a harvest
Heavy and rank, yet worthless to the world. —
So mind and heart, uncultured, run to waste;
The noblest natures serving but to show
A denser growth of passion's deadly fruit."

Mrs. Hale.

Although unable to chronicle any uncommon event or special measure of improvement in this department, I can say with truth, that its rightful purposes have been prosecuted with a fair degree of success.

The school is a sort of intellectual gymnasium, where the muscles of the mind and the tissues of

the brain are thoroughly and systematically exercised and developed.

The various studies included in our curriculum have been selected with much care and due deliberation, and are pursued not as ends but as means of mental discipline.

All methods which tend to inflate the pupils' vanity, and to give them an over-estimate of their attainments, have been studiously avoided as harmful and injurious.

As often as occasion has seemed to require it, the subsoil plough of reform has been pushed so deep as to turn up the weeds of empiricism by the roots. But no changes of any kind have ever been effected for the sake of novelty or from a flippant pride in being in the van of progress.

Efficiency and thoroughness have been held to be of paramount importance, and they have not been allowed to suffer from any consideration. The pupils have not been taught in great masses by machine methods. They have been divided into small classes and have received a certain amount of individual instruction in a simple and natural way. The fossilized spelling-books, the antiquated geographies, the obsolete grammars, and all that endless hash of *à priori* deductions and of confused statements and misty definitions, with which the minds of children are invariably nauseated, have been gradually discarded and supplanted by the methods of Pestalozzi and Froebel.

The change has proved to be very wholesome, and the influence of a diet of *things* prescribed by the former in the place of words, and a little vigorous practice of *doing* in lieu of empty talking, induced by the system of the latter, have been truly magical.

Miss Mary C. Moore, formerly one of the leading teachers in the girls' department, has prepared at my request the brief statement given below. This is a clearer exposition and affords a better description than any that I can write, of the scientific and objective methods of instruction which prevail to a very great extent in our school, as well as of the adaptation of the kindergarten system to the development of several studies. It tells also of the introduction of an element of vital importance, — that of training the pupils to make from plastic materials many of the models and tangible illustrations which are used in class work. As these innovations had their origin and growth in the department where Miss Moore taught, she is specially qualified to speak about them. Here are her words: —

"About six years ago, a regular course of instruction in natural science was instituted in the girls' department of this school, and now we may say it is fairly established.

The work in the kindergarten classes trains the children to habits of observation, and furnishes them with material whereby they can represent forms of life. On leaving the kindergarten the first subject in order is zoölogy, afterward

comes botany, and later physiology. With some knowledge o life in general, the pupil is ready to study that most intricate and wonderful organism, the human body, and to be led to draw up for himself a code of laws upon which his health, usefulness and happiness largely depend.

The work in zoölogy begins with the vertebrates, on the principle that the mind goes naturally from the known to the unknown. Stuffed specimens of the higher vertebrates are good practicable subjects for the study of the exterior appearance of such animals.

Some of the internal organs can easily be discerned by touch, when a fresh specimen has been carefully prepared by the teacher. Thanks to the new art of tanning animals, the relation of the parts will hereafter be detected very easily by touch; meanwhile models and clay are useful. Of course there is no difficulty whatever with skeletons.

When the class is ready for the invertebrates more difficulties present themselves; yet with great care and patience on the part of the pupil, and a judicious selection of specimens on the part of the teacher, our children have been able to find the leading characteristics of a large number of types, indeed of nearly all above the protozoa.

At times when a microscope is indispensable to the seeing student, the instructor may give directions for modelling the magnified object in clay. I remember an insect copied in clay by direction of the teacher from a drawing. A block was made first, and upon it were placed little models of the different parts of the insect, greatly enlarged, but nearly correct as to form and absolutely right as to position.

This is but a single instance. The children are required to make models from direction or memory very often, and no second bidding is necessary, for they delight in exercising their power to *do*, and in thus learning by *doing*.

The instruction in botany proceeds on the same general principles as those which govern the work in zoölogy. Speci-

mens are placed in the hands of the student for observation, and he describes what he finds in language, written and spoken, and in clay. The morphology of the parts of a flower can be represented very prettily and the subject much simplified by use of clay.

It is really wonderful how many delicate things our pupils are able to observe themselves! Fingers, lips, and tongue are used unsparingly. In the spring, the children keep close watch of the very few representatives of the vegetable kingdom that our little patch of ground affords, and happy is the little girl who finds the first chick-weed blossom

Physiology has been a favorite subject, and I doubt not, that its popularity is due principally to the thorough preparation for its study, given in the kindergarten, botany and zoölogy classes.

The plan of work is this: — Attention is called throughout the course to the body as a living organism. The anatomy of an organ or system of organs is studied with models, of which the institution has a beautiful and abundant supply. The relation of structure to function is always brought out, and when simple experiments demonstrating the working of any parts are requisite, they are performed, first by the teacher and afterwards, if practicable, by the pupil. From their knowledge of anatomy and physiology the scholars are led to formulate laws of health.

Throughout this course, clay is used freely. We know that a girl understands the articulation of the skull and vertebral column when she can take a bit of clay and show it.

Other branches of natural science are taught in the same way. I may say in passing, that one of the members of a class in physics made from memory a model of a steam-engine in which all the essential parts were shown.

Too much stress cannot be laid on the value of manual training; for blind children, contrary to the suppositions of people who are not acquainted with them, keep their hands

idle until they have been taught to use them, and many are obliged to overcome a dislike for handling things or be forever dependent on what A, B or C may choose to tell them.

Natural science gives just this training in a very pleasant way, and it would be invaluable for that alone if for nothing else. But it does much more. It places its students in communion with nature that humbly and reverently they may learn of her.

In the gradual evolution of the science course there have been many things to learn, and we might have been struggling in the dark till this day had we not been blessed with a most generous and efficient friend, Prof. Alpheus Hyatt; for from him and from his teachings the very life of the work has come.

We regard what has been done as an earnest of better things to be, when the kindergarten shall have given to little children such elementary training as will fit them for more advanced work in the institution.

A profound faith in the divine light within the human soul is an essential qualification for a teacher of the blind. There are especial limitations undoubtedly, but it is not for us to say what can and what cannot be done by any human being. Our duty is to give these children every opportunity to develop all their powers. The results are beyond our ken."

But efficient and productive of excellent results as our system of instruction and training is in other respects, its most significant feature is its positive and constructive tendency in relation to the development of character. Character, character, always character! To this we pay close and unremitting attention, for it is "higher than intellect" and a sort of life-preserver. It is the keynote to a useful and successful career. All

attainments, endeavors and hopes, unless they be sustained and nourished by it, will be but as the baseless fabric of a vision. George Washington considered the character of an honest man as the "most enviable of all titles." Milton observed, that "he that has light within his own clear breast, may sit in the centre and enjoy bright day." Pope said, that "worth makes the man, and want of it the fellow;" and in the words of Shakespeare, —

> "Good name, in man and woman,
> Is the immediate jewel of their souls."

At the end of the last term one of the most talented teachers ever employed in the institution, Miss Mary C. Moore, expressed the wish that she might not be considered as a candidate for reëlection, provided her retirement would not cause any inconvenience in our arrangements. She was induced to take this step for the purpose of obtaining some rest and recreation, which, in the case of so earnest and conscientious a worker, were much needed. The request seemed so just and reasonable, and was presented in such a considerate manner, that it was granted in the same spirit in which it was made.

Miss Moore is a person of marked abilities. She possesses rare qualities of both head and heart. The pages of these reports bear testimony to her literary culture and professional attain-

ments. Those who know her well cannot fail to appreciate fully her merit, and to be deeply impressed with the graces of her character and the charm of her virtues. Fidelity to principle, refined modesty, loyal devotion to the cause of the blind, cheerful readiness to sacrifice herself in the interest of her pupils and associates, gentle urbanity, serene dignity, generous recognition of what is good and honorable in others, kindness towards all and malice towards none, these are the principal ornaments that adorn her noble life. In parting with so admirable an assistant we cannot help feeling the separation very keenly; but, at the same time, we are pleased to be able to cherish the thought, that our loss is a great gain to a child with imperfect sight, whose education has been entrusted to her, and who is as near and dear to us as any that we have under our immediate charge.

To supply the vacancies left in the corps of teachers by the resignation of Miss Moore and that of Miss Anna S. Low, which was accepted last June, we have engaged the services of Miss Sarah J. Whalen of Rochester, N. Y., and Miss Fanny S. Marrett of Standish, Maine. Both these new appointees have entered upon their duties with an earnest appreciation of their importance, and are eager to succeed in the sphere of their ministrations.

Music Department.

"Oh! thou, whose soft bewitching lyre
Can lull the sting of pain to rest;
Oh! thou, whose warbling notes inspire
The pensive muse with visions blest;
Sweet music! let thy melting airs
Soften my sorrows, and soothe my cares!

Sweet music! when thy notes we hear,
Some dear remembrance oft they bring
Of friends beloved no longer near,
And days that flew on rapture's wing;
Hours of delight that long are past,
And dreams of joy too bright to last!"

The work assigned to this department has been carried forward very successfully, and it affords me great pleasure to be able to give a most favorable account of its condition.

The number of pupils who received instruction in music during the past year was one hundred and thirteen. Of these, eighty-eight studied the pianoforte; ten, the cabinet and church organs; six, the violin; seven, the clarinet; one, the flute; nineteen, brass instruments; eighty-one, practised singing in classes, of which we have five; twenty-five received private lessons in vocal training; and thirty-eight studied harmony, divided into seven separate classes, averaging five members each.

When the pupil first begins the study of music, he receives simple instructions in theory as well as

in the practice of instruments, so that step by step his mind is led onward, almost imperceptibly, into the marvels of harmony and composition.

The means and facilities afforded by the institution for the best musical instruction, and the ample opportunities it offers for practice, can hardly be surpassed anywhere. Yet, cognizant of the fact that the standard of music is advancing very rapidly throughout the country, and that the success of those of our students who intend making it their profession for life depends in no small measure upon the thoroughness of their equipment, we strive to improve the department dedicated to this art in every possible way, and to keep it in the line of progress.

A new parlor grand pianoforte has been recently procured, and our collection of musical instruments of different kinds has been replenished and received several needed additions.

Besides the uncommon advantages which our students enjoy at the institution itself, they are most liberally favored with external opportunities of a high order for the cultivation and refinement of their musical taste and the development of their artistic sense. Through the unfailing kindness and boundless generosity of the leading musical societies of Boston, of the proprietors of theatres, the managers of public entertainments, and also of the most eminent musicians of the city — whose names will be given in full

elsewhere — our scholars have been permitted to attend the finest concerts, rehearsals, operas, oratorios, recitals, and the like, and have also been delighted with many excellent performances given in our own hall.

The advantages afforded by music are fully appreciated by the pupils, and they apply themselves to it with great zeal; but their progress is very unequal. "*Non omnia possunt omnes.*" As there are those among them who have a rare aptitude for the art and advance rapidly in it, so there are others, who, destitute of the wings of talent, make slow acquisitions by hard labor. But in the latter cases the gain, when attained, is more valuable perhaps than in the former.

We avail ourselves of every possible opportunity to impress upon the minds of both teachers and students of this department the important fact, that a complete musical education includes not only the necessary qualifications in the art itself, but also a high degree of physical, intellectual and moral culture. These are among the indispensable factors that go to make up a true artist. Nothing of permanent value can be accomplished without them. How can a pianist or a singer attain distinction in his specialty without healthy and well-formed hands and vocal organs? How can the works of Händel and Bach, of Beethoven and Mendelssohn, of Chopin and Schumann, be

satisfactorily interpreted by an imbecile in matters of thought, imagination and judgment? How can the subject of harmony be fully understood by one not conversant with the science of sound and with the evolution and history of music? How is it possible to obtain a perfect technique — vocal, manual, or pedal — without the knowledge of anatomy, or to explore the labyrinth of emotions, sensibilities, sensations and sentiments without the guidance of mental philosophy? Supreme excellence in art is one of the choicest flowers which grow and thrive in the fertile soil of harmonious development. Hence, as Goethe expresses it, let us look up to the "sublime business, the cultivation of all the faculties."

"Zum erhabenen Geschäfte
Zu der Bildung aller Kräfte."

Tuning Department.

"For now to sorrow I must tune my song."
Milton.

One of the main objects of our system of education is to enable the recipients of its benefits to become active members of human society, imbued with a sense of dignity and armed for the struggle of life.

The results of the past year, as well as those of the preceding ones justify us in affirming, that the

tuning department is contributing its full share to this end.

The course of instruction and training therein pursued is full and systematic. It embraces both the principles and practice of the art of tuning.

The rooms devoted to this department are supplied with models of actions furnished by the leading manufacturers in the country, and with the necessary apparatus, appliances, tools and implements. This equipment affords ample means and facilities for the study of musical acoustics and the development of mechanical aptitude.

Our system of training is broad, practical and efficient. First the scholars receive regular and progressive lessons in the theory of scales, harmonics, beats and temperaments. Then, aided by the use of models and the dissection of old instruments, they acquire a thorough knowledge of the construction of the pianoforte and of all its parts and the details of the workings of its internal mechanism. Finally they are taught to do all the minor repairs, such as replacing broken strings, adjusting the hammers when they are out of position, regulating the jacks, mending fractured stems or putting new ones in their stead, and the like.

I have repeatedly stated in my previous reports, that the blind develop, in consequence of their deprivation, a remarkable power of distinguishing the pitch and quality of sounds; that, as a result

of this ability, they acquire great proficiency in the art of tuning pianofortes; that in this calling they labor under no disadvantage whatsoever, and therefore are exceedingly successful; and that their work is in many respects more thoroughly and satisfactorily done than that of most of their seeing competitors. I desire to repeat the assertion here with all the emphasis which proceeds from full conviction; for it does not rest upon mere *à priori* reasoning, but is warranted by experience gathered in the field of observation and confirmed by an array of undisputed facts. The increased patronage which is extended to our tuners by some of the very best and most intelligent families of Boston and the neighboring towns, and the unqualified recommendations with which many of the leading music teachers and prominent artists favor our work, are not the least proofs of its excellence.

The institution owns an assortment of forty-six, grand, square and upright pianofortes, which are in constant use every day from morning until evening. Our advanced students in tuning are entrusted with the care of these instruments. In keeping them in good working order, they have a fair opportunity to gain sufficient confidence and experience in their art before undertaking to exercise it outside.

But our graduates must bear it in mind always, that their business standing in the community or

their career of usefulness is not determined solely by superior qualifications in their chosen calling and complete mastery of its details. Far from it. On the contrary, their worth is often estimated by their conduct, discretion, tact, general intelligence and personal appearance. To be rude, coarse, uncouth or overbearing, is an insuperable bar to their advancement. Hence, in addition to high professional attainments, a tidy dress, habits of neatness, polite manners, sensible conversation, and sterling honesty in all dealings are indispensable to the success of a tuner. To him no less than to a music teacher the following words of Emerson may be applied with peculiar force: —

> "What boots it thy virtue,
> What profit thy parts,
> While one thing thou lackest —
> The art of all arts?
> The only credentials,
> Passport to success,
> Opens castle and parlor,
> Address, man, address."

The friends of the blind will be glad to know that the contract giving the pianofortes of the public schools of Boston, 134 in number, into the charge of the tuners of this institution, has been renewed for another year on the same terms as the last. This is the tenth time, that the work of the blind has received the unanimous verdict of "well

done" from the committee on supplies of the school board, and we render heartfelt thanks and grateful acknowledgments to its members therefor.

The total receipts for tuning during the past year amount to $1,900.

To Messrs. Hook and Hastings we are greatly indebted for the gift of a model of the action of a full-sized pipe organ, by means of which our scholars are able to obtain an accurate knowledge of the complicated mechanism of this instrument.

Technical Department.

"Μοχθεῖν βροτοῖσιν ἀνάγκη."

Euripides.

Work is of inestimable value to mankind. It is the sire of wealth and the comrade of virtue. Its praises have been sung alike in verse and prose, and its worth as a source of human happiness and as the solid foundation of general prosperity and social safety and progress is almost universally admitted.

Euripides, the last of the illustrious trio of the tragic poets of Athens, says, that "toil is a necessity for all men," and the experience of the world bears testimony to the verity of his words. Carlyle observes, that "labor, wide as the earth, has its summit in heaven." Horace remarks, that nature gives nothing to mortals without it: —

"Nihil sine magno
Vita labore dedit mortalibus."

According to a Greek proverb, "love of toil is the father of glory." Virgil declares, that work conquers everything: —

"Labor omnia vincit;"

and Pictet considers the industry of the hands as the best means for the moral perfection of the individual.

Manual training as a means of development has attracted the attention of the great thinkers, philosophers and teachers of every age and nation. Bacon and Comenius, Milton and Hecker, Semler and Pestalozzi, Fellenberg and Froebel, were all stout champions thereof. Both Locke and Pitt advocated ardently the establishment of work schools as the best means of counteracting the spread of pauperism in England. Instruction in the mechanic arts found a most influential supporter in Kant; and the scheme of national education, proposed by Fichte when Germany was prostrate after the conquest by Napoleon, combined labor with learning.

The importance of handicraft is fully recognized in this institution; and the employment of the body as well as of the mind is a very essential part of the education of our pupils. The experi-

ment has been faithfully tried for more than fifty years, and the result has been uniformly favorable. We find that intellectual improvement, instead of being retarded, is decidedly aided by manual training. Resolution and all the preparatives for vigorous and successful application to study are gained. Habits of industry and thrift are formed. Cheerfulness and health are promoted. The tedium of the schoolroom is relieved. Manual dexterity and bodily elasticity are secured. Valuable mechanical knowledge is attained; and in many cases a trade has been acquired, whereby a livelihood might be obtained.

The work in both branches of this department has been conducted with marked earnestness and fidelity, and with equally satisfactory results in each case.

I. Workshop for the Boys.

This shop is designed to impart fitting general training in various crafts, and to prepare the pupils to pursue one or more of the mechanic arts successfully.

Seating cane-bottomed chairs, manufacturing brooms, making mattresses and upholstering parlor furniture have been taught, and lessons in practical prudence and in the conduct of actual business have been given.

Confessedly the number of manual employments for the blind is very limited, and owing to the ex-

tensive use of machinery and the division of labor, is contracting, instead of expanding, year by year. Moreover, the state of the market is so uncertain, and the competition in all industrial products so sharp, that some of our graduates find it very difficult, if not utterly impossible, to work advantageously at the trades, to which they bestowed special attention while at school. To these, as well as to all others who are determined to depend upon their own exertions for their living, but whose experience in their chosen profession is rather discouraging, and suggests the necessity of seeking new resources, I would say, —

"Go and toil in any vineyard,
Do not fear to do and dare;
If you want a field of labor,
You can find it anywhere."

In place of Mr. Walter H. Fiske, who resigned voluntarily last summer, Mr. Eugene C. Howard, a young man of modest mien, but of strict honesty and veracity and of good mechanical ability, has been appointed instructor in mattress-making and upholstery, and I take great pleasure in reporting that he has proved to be a very desirable acquisition to our staff of assistants.

II. Workrooms for the Girls.

Good as the condition of these rooms has always been, it never was better than now. A spirit of refreshing activity pervades the atmosphere, and neatness and order are noticeable in every direction.

Both Miss Abby J. Dillingham, the principal teacher, and Miss Cora L. Davis, her assistant, are deeply interested in the progress of the pupils and are tireless in endeavoring to enlarge the sphere of their usefulness.

The girls are carefully and patiently instructed in the mysteries of stitching, hemming, darning, plain sewing and knitting, both by hand and machine. Those among them who are thoroughly grounded in these elementary branches, are occupied with fine needle and machine work, as well as with crocheting, and making hammocks and a great variety of articles of fancy and worsted work, all of which are easily and profitably disposed of at the weekly exhibitions.

Several of the pupils have been taught the art of making fancy baskets of different shapes, sizes and colors, and have become very proficient in it; but I regret to say that the raw material for this work, — consisting of long strips of shavings of hard wood, — are under the exclusive control of the Indians, and that our supply has already been cut off. Thus we are compelled to

suspend operations in this branch of industry, which seemed to be quite promising both in an educational and a business point of view.

In addition to the special and efficient training which our girls receive daily in the workrooms, they are brought up to believe in the dignity of labor and in the thorough mastery of manual and domestic occupations, which are invariably considered as an essential part of their education. Moreover, those entrusted with their instruction and care do not confine their ministrations to the limits of their specific duties. They extend their influence over the formation of the morals and manners of the scholars, and with the usual lessons in literature, music, handicraft and house economy,

> "Sweetness, truth and every grace
> With time and use are wont to teach."

The cottage plan, which is in full operation in the girls' department of our school, affords excellent opportunities for this end. Here fifteen or sixteen pupils sit at the same table and form one circle in family affairs with their teachers and other officers, who are four in number. The close and beautiful relationship that is thus brought about by the tie of domestic and social duties performed in common, and by enjoyments shared with one another, has a most powerful influence.

Workshops for Blind Adults.

"True industry doth kindle honour's fire."

Shakespeare.

The cause of the blind has taken strong hold on the hearts of the American people, and it will never be abandoned or neglected. It is deeply rooted in the letter and spirit of the fundamental laws of the different states, and draws the sap of its vitality from a wide-spread sense of justice and fairness. It is as much a matter of certainty, that sufficient provision will be made by the public for the education of defective children as for the instruction of the most favored class.

When we recall to mind, that fifty-seven years ago the good Dr. John Fisher and a small group of sympathizing friends had obtained an act of incorporation from the legislature of Massachusetts for the foundation of the first school for the blind in America, but that for several years they could not raise the necessary funds for organizing and putting it into operation, and then reflect that this continent is now dotted over through its length and breadth with establishments of this kind, there is surely reason for rejoicing.

These institutions are founded upon the solid rock of equity and not upon the piers of pity or charity. They derive the means of their sup-

port from unfailing sources, and constitute important links in the magnificent chain of public education, which encircles and binds together and solidifies the great republic. They have aimed at the attainment of practical results, and have aided the recipients of their advantages to rise above the clouds of ignorance and superstition, and to breathe the air of independence on the heights of activity and social equality. Through the agency of these establishments a great change has been wrought in the general condition of the blind, and a sense of dignity and manliness, arising from consciousness of ability to support themselves, is prevalent among them. Hence the feeling of helplessness and the fear of dependence no longer make the pathway of life dreary to every sightless person.

With all this success and progress, however, there is still a certain proportion of blind adults who cannot maintain themselves by their unassisted labor, and who are tottering under the heavy burden of their affliction. Besides the aged and the infirm, this class embraces those who are trained to diligence and skill and are eager to earn their living by the sweat of their brow, but who are not able to obtain employment or to carry on business; it also includes those who are deprived of the sense of sight by accident or disease at an age when they are no longer fit subjects to be educated at schools for children and youth.

"What shall be done with these classes?" is a serious problem, which occupies many minds in this country and in Europe, and of the various measures which are proposed for its solution, the establishment of special asylums or workshops for both sexes seems to be recommended on all sides as the best means of helping them.

That this plan has great merits so far as its industrial elements are concerned no one denies; but to carry it out in all its eleëmosynary features, and use it as a sort of panacea for the cure of all existing difficulties, would work incalculable mischief to the cause of the blind in general, and would strike at the very roots of a system of education and training, which has already contributed so much to their elevation in the scale of humanity.

Considering the question in all its social, ethical, economic and philanthropic aspects, we can reach but one conclusion, namely, that the evil of herding men or women together, and depriving them of the humanizing influences of the family circle, should be strenuously avoided; and that all auxiliary or supplementary institutions intended for the benefit of the blind, should be in the form of commodious and well-equipped workshops, organized in such a manner as would be least open to objections of any kind. They should not be almshouses or retreats for persons weak in body

or mind, or disposed to subsist on the bread of charity and to shun the active occupations of life. The motto, "independence through industry," should not only be inscribed in large letters over the entrance of such institutions, but should also constitute the animus of their organization. Of establishments for eager and willing workers there is evident and imperative need: while there is none for special almshouses for idle paupers which would serve merely as receptacles, where the good and the bad, the vicious and the virtuous, the irrepressible beggars and the self-respecting laborers would have to be mixed up together. The springs of the beneficence of these latter institutions are congealed by the demoralizing influences inherent in their nature. The flaw in them is their tendency to do away with all inducement and necessity for industry. Being nests of indolent drones rather than hives of diligent workers, they are prolific of evils of every description. They put a premium on idleness and improvidence. They relax natural ties, dissolve the amenities of kinship and affection, paralyze all motives of self-respect, remove all incentives to activity, and tend to harden, brutalize and degrade their beneficiaries. In other words, they crush the spirit while they seem to aid the body. The defective material which is so closely massed in them is very apt to produce immoral fermentation, out of which spring petty social

vices. Witness the *Quinze-Vingts*, or retreat for "fifteen score" of blind persons in Paris, and the asylum for about the same number at Naples, both of which are marked by the worst features of such establishments. The inmates are not obliged to work, and no steady employment is provided for them. In the words of Thomson, —

> "Their only labor is to kill the time,
> And labor dire it is and weary woe."

Helping themselves to the means of subsistence furnished by the public, and no longer spurred to action by the feeling or fear of hunger, they cease all exertion and become parasites on the industry of others. They associate but little with seeing persons. They have few relations and sympathies with the world. They form an unnatural community of infirm adults, and consequently a morbid, most undesirable and unlovely spirit pervades that community. All the moral disadvantages arising from blindness are increased and intensified in their midst to a deplorable extent, and the ethical atmosphere is most unpropitious to the growth of generous and manly virtue. Thus the unfortunate inmates become clannish to the last degree. They are extremely suspicious of seeing persons. They are unamiable, unhappy and not infrequently vicious. When the consular government of France de-

cided to incorporate the school for the young blind with the asylum of *Quinze-Vingts*, Haüy, the "apostle of the blind," considered the association of his pupils with the degraded and depraved men and women who lived in that retreat as the greatest of all the calamities that befell them.

> "By nature's laws, immutable and just,
> Enjoyment stops where indolence begins;
> And purposeless, to-morrow, borrowing sloth,
> Itself heaps on its shoulders loads of woe,
> Too heavy to be borne."

With these facts before us, it is neither unjust nor unkind to state, that for persons who are willing to enter such institutions and to live in an atmosphere of demoralization and in a state of inertia, the ordinary town and county poorhouses, with all their imperfections and disadvantages, are much preferable to almshouses intended for a special class. The evils arising from the congregation of a large number of persons similarly afflicted with a common bodily infirmity are, at any rate, not found in the former.

Active occupation and opportunity to be useful constitute the sum and substance of the happiness of the blind; and efforts in their behalf should be concentrated in the direction of opening fields to them, wherein they can exercise their skill and develop a power that

will enable them to minister to the wants of the world and receive the means of their sustenance in return for their labor.

Workshops then and not asylums are needed for the relief of the blind. It is this kind of institution that will lessen the darkness which is set in their path. It is within the walls of such a one that they will find employment for their hands, and comfort for their hearts, and not in vast almshouses built for their benefit, where there will be no work for them to do, no hope for them to cherish, and scarcely anything to reconcile them to life.

There is a serious question, however, as to whether those who are employed in these workshops should be kept under the care and guardianship of the institutions, should be provided with board and lodgings in common establishments, and their expenses covered wholly or in part by their earnings; or whether they should be treated as other grown-up people are, that is, paid in cash all they can earn and left to the wholesome responsibility of taking care of themselves.

Individual opinions, influenced by economy and other side issues, are conflicting on this point; but both reason and experience are unquestionably in favor of the latter plan, which has in itself the great merit of leaving the blind to their own self-control and of making them as far

as possible independent. This scheme, viewed from whatever side, is much simpler and more natural than the other. It is less ostentatious. It dispenses with a great deal of the show and parade of a public eleëmosynary institution, and with much of the complexity and perplexity of its management. It has nothing in its organization or its internal arrangements that would tend to create an atmosphere of pauperism, or to sow the seeds of dissatisfaction and grumbling, or to foster the germination of the very evils which it seeks to remedy. Moreover, it relieves the blind in some measure from the disagreeable consciousness of dependence and of being subject to particular observation as members of an asylum; it enables them to feel that they are coming together not to eat charity soup at a common table, but to do their day's work. Thus by means of this plan the great moral evil of having a large community of infirm persons living without the wholesome influence of the social and family circle, would be effectually obviated. They would be scattered about in private houses. In some instances they would be with their kith and kin. In all cases they would keep up relations with seeing people; they would be still of the world. They would not consider the workshop as their home. They would be thrown more completely upon their own exertions, and learn to go alone.

Their love of independence would be gratified. The spur of necessity would be self-acting. There would be little need of urging and coaxing to work. They would be less liable to fall into habits of laziness or idleness, and they would be more easily got rid of if they should do so. The establishment would be a hive of industry, to which only the honest and diligent would resort, and where the gospel of mendicancy could not be preached or recommended successfully. Its moral character would thus be elevated, and its efficiency increased to such an extent as to enable its beneficiaries to vindicate their right to a fair share of labor and of profit.

In summing up my views on the subject I would embody them in the following propositions : —

First. — All auxiliary or supplementary institutions for the blind should be industrial in their character, and should be open to such sightless persons as are able and willing to work at various mechanic arts, or desirous of learning one or more trades whereby they might become self-supporting, and which could afford them facilities for turning their manual training to practical advantage. In other words, these institutions should be workshops pure and simple, and an exact account kept of the amount of work accomplished in them by each individual and of its market value.

Secondly. — They should be located in large cities, so that their industrial products or manufactures may find a ready market, and their business character be developed and sustained through the patronage and encouragement of the community. This fact is so important in itself, that it outweighs all apparent and real advantages which a farm in the country might offer.

Thirdly. — The management of these institutions should not be hitched to the chariot of a party or religious denomination, and their organization should be such as to keep them entirely free from political influence and favoritism, or from ecclesiastical bias and taint. For this purpose the establishments should be placed by law under the absolute and exclusive control of corporations or associations, consisting of the most benevolent, high-minded and public-spirited citizens, who should be invested with full powers to elect annually a board of five or seven trustees and to add to their own membership from time to time. No remuneration of any kind should be allowed either to the members and officers of the corporation or to the trustees.

Fourthly. — The capacity of these workshops should not exceed the limits required for the accommodation of all eligible applicants residing within a reasonable distance from them, and the means for their support should not be supplied from the state or city treasury, but should be

raised by free gifts and voluntary contributions from benevolent men and women.

Fifthly.— Inducements sufficient to make them willing to undertake the direction of the affairs of these establishments should be offered to men of high character, culture, executive ability, and more than average intelligence and physical strength ; and reasonable freedom should be granted to them in shaping their policy and in selecting their assistants and subordinates.

Sixthly.— If it is necessary for these institutions to provide homes for some of the apprentices while they are learning their trades, and who in consequence have no means for their own support, then it would be by far the best plan to board them in the neighborhood of the workshop for a strictly limited period of time, and not to bring them together under one roof.

Seventhly.— It should be not only the policy, but the duty and business of these institutions to encourage all blind persons who can work quietly at home to do so, providing employment for them, furnishing them with stock at wholesale cost, and disposing of their produce at the best possible market price.

Lastly.— Instead of spending large sums of money for the purchase of grounds and for vast piles of bricks and mortar, these institutions should have a permanent fund invested, the interest of which should be devoted to eking out

the wages of men and women who can earn nearly but not quite enough to support themselves.

Want of time and strength has rendered it impossible for me to treat this most important subject *in extenso* and to elaborate it in all its bearings; but the above sketch, imperfect though it be, contains the main principles upon which supplementary institutions should be organized. In endeavoring to solve so serious a problem, affecting the general welfare and the social and moral standing of a whole class of people, we must not be influenced in our decisions by the distressing condition of a few individuals, whose lack of industry and of mental and bodily strength renders them pitiable objects of compassion. As a matter of course, people of this sort are inclined to live on charity in any place regardless of its character, and to accept assistance in whatever form it is given to them. But the great majority of the blind, especially those who were born and brought up in this country, are deeply imbued with that spirit of freedom and independence which is the legitimate outcome of its institutions, and therefore shrink from the thought of receiving alms or of being gathered together and cared for in large poorhouses. They are disposed to struggle resolutely and against fearful odds for an honest livelihood. They ask only for the means of earn-

ing a crust and of obtaining a corner in which to eat it; and to this end they are eager to work hard, and early and late.

In bringing these remarks to a close I cannot refrain from stating, that, in dealing with questions relating to the amelioration of the present condition of the blind and to their future welfare, we must never depart from the following cardinal principles:—

First.—Instead of congregating them together, thus making of them a class apart, we should conform to the sound principle of dispersing them as much as possible through general society, mingling them with others and subjecting them to the ordinary influences of life.

Secondly.—There should be a strict and absolute separation of sexes whether in schools or in workshops. Surely, little need be said to prove the necessity of this. A marked hereditary tendency to any physical infirmity is more than liable to transmission. Science and statistics leave not a shadow of doubt on this point. This being true, it is a stern moral duty to use every precaution against a perpetuation of such tendency through successive generations. Marriage in cases where one of the parties has such hereditary predisposition is generally unwise, often far from right; intermarriage between two persons so predisposed is invariably wrong, very wrong. This consideration should decide the matter and

lead to the adoption of measures which will secure the separation of the sexes, not by fences and walls alone, but by a distance of several miles, if possible. I am aware that this is a most unpopular doctrine to preach; it is an odious one to enforce in practice: but no one fully impressed with respect for the immutable laws of nature, can hesitate between thus incurring undeserved odium and permitting the existence of a system, which an enlightened posterity will no doubt condemn as an abomination.

Respectfully submitted by

M. ANAGNOS.

ACKNOWLEDGMENTS.

Among the pleasant duties incident to the close of the year is that of expressing our heartfelt thanks and grateful acknowledgments to the following artists, *littérateurs*, societies, proprietors, managers, editors and publishers, for concerts and various musical entertainments; for operas, oratorios, lectures, readings, and for an excellent supply of periodicals and weekly papers, minerals and specimens of various kinds.

As I have said in previous reports, these favors are not only a source of pleasure and happiness to our pupils, but also a valuable means of æsthetic culture, of social intercourse, and of mental stimulus and improvement. So far as we know, there is no community in the world which does half so much for the gratification and improvement of its unfortunate members as that of Boston does for our pupils.

I. — Acknowledgments for Concerts and Operas in the City.

To Mr. Henry Lee Higginson we are under great and continued obligations for thirty-two season tickets to the series of twenty-four symphony concerts, and for forty season tickets to a series of four popular symphony concerts.

To an anonymous lady friend for three tickets to one popular symphony concert.

To Mr. Eugene Tompkins, proprietor, and Mr. Henry A. McGlenen, manager of the Boston Theatre, for a pass admitting parties of about fifty in number to ten operas.

To the Händel and Haydn Society, through its secretary, Mr. E. B. Hagar, for twenty-eight tickets to the oratorio of Elijah.

To the Apollo Club, through its secretary, Mr. Arthur Reed, for six tickets to each of six concerts. To an anonymous friend for two tickets to the same.

To the Boylston Club, through its secretary, Mr. F. H. Ratcliffe, for eight tickets to each of six concerts.

To the Cecilia, through its secretary, Mr. Charles W. Stone, for twenty tickets to each of four concerts.

To the late Mr. C. C. Perkins, for five tickets; and to anonymous friends for ten tickets to the same.

To the Euterpe, through its president, the late Mr. C. C Perkins, for an average of six tickets to each of four concerts. To an anonymous friend for three tickets to the same.

To Madame Helen Hopekirk, for a pass to six pianoforte recitals.

To Mr. Arthur Foote, for six tickets to one recital.

To Mr. Charles A. Ellis, for a pass to Mr. Carl Faelten's three pianoforte recitals.

To Mr. John A. Preston, for twelve tickets to one pianoforte recital.

To Mr. Charles A. Clark, for twenty-eight tickets to one pianoforte recital.

To Mrs. Julia Ward Howe, for two tickets to August Hylsted's concert.

To Frau Anna Steiniger-Clark, for ten tickets to each of six Beethoven concerts.

To Miss Annie M. Keith, for four tickets to one pianoforte recital.

To Miss Anna M. Dunlap, for eight tickets to one concert.

To Mr. F. J. Campbell, for an average of seventy-five tickets to two concerts.

To Dr. E. Tourjée, for tickets to the quarterly concerts of the New England Conservatory.

To the ladies of the First Baptist Church, for forty tickets to one concert in Association Hall.

To the St. John's M. E. Church, for a general invitation to their concerts and lectures.

To Rev. J. J. Lewis, pastor of the Broadway Universalist Church, for a general invitation to their concerts and lectures.

II. — Acknowledgments for Concerts, Lectures and Readings given in our Hall.

For a series of recitals, concerts and readings given from time to time in the music hall of the institution, we are greatly indebted to the following artists: —

To Dr. L. J. Fenderson, reader, Mrs. Ella Cleveland Fenderson, vocalist, assisted by Mr. George J. Parker and others, for one concert.

To Mr. Southwick, for one reading.

To Mr. E. B. Perry, for one pianoforte recital.

To Mr. Charles A. Clark, assisted by Miss Marion Osgood, violinist, for one concert.

To Mrs. William H. Sherwood, for one pianoforte recital.

To Miss C. Culbertson, for one pianoforte recital.

To Mr. Charles A. Bond, assisted by Miss Alta Pease and others, for one concert,

To Capt. C. A. Jackson, for one lecture.

III. — Acknowledgments for Books, Minerals, Specimens, etc.

For various books, specimens, curiosities, etc., we are indebted to the following friends: —

To Hon. Spencer F. Baird, Mr. Clement Ryder, Mrs. L. M. Prescott and the society for providing religious literature for the blind.

IV. — Acknowledgments for Periodicals and Newspapers.

The editors and publishers of the following reviews, magazines, and semi-monthly and weekly papers continue to be very kind and liberal in sending us their publications gratuitously, which are always cordially welcomed and perused with interest: —

The N. E. Journal of Education, . . *Boston, Mass.*
The Atlantic, ... " "
Boston Home Journal, ... " "
Youth's Companion, ... " "
Our Dumb Animals, ... " "
The Christian, ... " "
The Christian Register, ... " "
The Musical Record, ... " "
The Musical Herald, ... " "
The Folio, ... " "
Littell's Living Age, ... " "
Unitarian Review, ... " "
The Watchman, ... " "
The Golden Rule, ... " "
Zion's Herald, ... " "
The Missionary Herald, ... " "
The Well-Spring, ... " "
The Salem Register, ... *Salem, Mass.*
The Century, ... *New York, N. Y.*
St. Nicholas, ... " "
The Journal of Speculative Philosophy, . " "
The Christian Union, ... " "
Church's Musical Journal, . . . *Cincinnati, O.*
Goodson Gazette, . *Va. Inst. for Deaf-Mutes and Blind.*
Tablet, . . . *West Va.* " " " "
Good Health, ... *Battle Creek, Mich.*
L'Amico dei Ciechi, ... *Florence, Italy.*
Valentin Haüy, a French monthly, . . *Paris, France.*

I desire again to render the most hearty thanks, in behalf of all our pupils, to the kind friends who have thus nobly remembered them. The seeds which their friendly and generous attentions have sown have fallen on no barren ground, but will continue to bear fruit in after years; and the memory of many of these delightful and instructive occasions and valuable gifts will be retained through life.

M. ANAGNOS.

EDWARD JACKSON, *Treasurer, in account with the* PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND.

For the financial year ending October 1, 1886.

1885. Oct. 1, by balance on hand,			$2,056 55		
1886. RECEIPTS.				EXPENDITURES.	
Income from invested funds for the year,	$18,039 82			To General Fund, paid drafts in favor of M. Anagnos,	$55,500 00
State of Massachusetts,	30,000 00			" Printing " " " "	5,519 95
" of New Hampshire,	3,600 00			" " " M. Anagnos, balance due Oct. 1, 1885,	45 53
" of Vermont,	2,100 00			" Kindergarten Fund, drafts in favor of M. Anagnos,	20,027 18
" of Rhode Island,	5,175 00			" General Fund, Treasurer for clerk hire,	150 00
" of Connecticut,	4,650 00			" " " discount on check,	25
" of Maine (two years),	9,850 00			" " " balance of assessments on $500 bond 5 per cent., 3 shares of Chicago, Burlington & Northern R.R.,	444 00
Legacy from Valeria G. Stone,	5,000 00			" " " bought 5,000 of Chicago, Burlington & Northern R.R. 5 per cent. bonds,	5,218 75
" " Mary Elizabeth Davis for Printing Fund,	400 00			Harris Fund, mortgage on 226 Newbury street transferred from Kindergarten Fund,	15,000 00
General Fund, received of M. Anagnos,	7,979 87			Balance on hand Oct. 1, 1886,	36,327 45
" " " of unexpended balance,	610 02				
Printing Fund, Miss Fay, to print "What Katy Did,"	481 00				
" " Miss Howes, to print "The Deacon's Week,"	20 00				
" " M. Anagnos, sale of books,	840 14				
" " unexpended balance of draft,	57 47				
Kindergarten Fund, collections during the year,	16,126 39				
" " M. Anagnos, unexpended balance,	3,246 85				
" " mortgage on 226 Newbury street transferred to Harris Fund,	15,000 00				
Harris Fund, H. W. Muzzey, mortgage collected in full,	9,000 00				
" " collected on account of House of Angel Guardian mortgage,	4,000 00	136,176 56			
Total,			$138,233 11	Total,	$138,233 11

BOSTON, Oct. 13, 1886

EDWARD JACKSON, *Treasurer.*

GENERAL STATEMENT OF RECEIPTS AND DISBURSEMENTS OF THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND FOR THE YEAR ENDING SEPTEMBER 30, 1886.

I.—INCOME.			I.—EXPENSES.		
State of Massachusetts, annual appropriation,	$30,000 00		Maintenance,	$43,813 23	
Board and tuition, State of Maine (two years),	9,850 00		Work department, men's shop,	2,714 38	
" " " of New Hampshire,	3,600 00		Tuning department,	953 90	
" " " of Vermont,	2,100 00		Hire of treasurer's clerk and collection of check,	150 25	
" " " of Connecticut,	4,650 00		Taxes, insurance and repairs on property from which income is received,	738 94	
" " " of Rhode Island,	5,175 00		Rent of office,	250 00	
" " private pupils,	835 96		Expenses of printing office,	5,462 48	
		$56,210 96			$54,083 18
From tuning,		1,900 00			
" admission fees,		84 35	Harris beneficiaries,		937 50
" boys' shop,		34 00	Kindergarten grading and building,		21,903 15
" sundry small items,		671 53	Bills to be refunded,		359 21
" interest on mortgage notes,		11,174 69			
" " " South Boston Railroad note,		412 50			
" " " balances in N. E. Trust Co.,		252 34			
" " " Eastern Railroad bonds,	240 00				
" " " Ottawa & Burlington Railroad bonds,	300 00				
" " " Boston & Lowell Railroad bonds,	50 00				
" " " Chicago, Milwaukee & St. Paul bonds,	300 00				
" " " KansasCity,St.Jo.&CouncilBluffs bds,	350 00				
" " " Chicago, Burlington & Quincy bonds,	1,080 00				
" " " Chicago,Burlington&Northern bonds,	5 98				
		2,325 98			
" dividends, Fitchburg Railroad,	260 00				
" " Providence Railroad,	240 00				
" " Chicago,Burlington&Quincy Railroad,	528 00				
		1,028 00			
" rents, 11 Oxford street,	448 73				
" " South Boston,	1,569 00				
" " Roxbury,	828 58				
		2,846 31			
" work department, men's shop,		4,447 73			
" sale of books in embossed print,		840 14			
Amount carried forward,		$82,228 53	*Amount carried forward,*		$77,283 04

Amount brought forward,			$82,228 53	*Amount brought forward,*		$77,283 04
II.—RECEIPTS, EXCLUSIVE OF INCOME.				II.—INVESTMENTS.		
From Legacies, General Fund, Mrs Valeria G. Stone,	$5,000 00			Assessments on Chicago, Burlington & Northern R.R.,	$444 00	
" " Printing Fund, Miss M. E. Davis,	400 00			Five Chicago, Burlington & Northern R.R. bonds,	5,218 75	
" Donations, General Fund,	6 30					5,662 75
" " Printing Fund,	501 00					
" " Kindergarten Fund,	16,126 39			Cash balance Oct 1, 1886,		36,327 45
		22,033 69				
III.—COLLECTIONS AND SALE OF STOCKS.						
From notes collected,		13,000 00				
Cash balance Oct. 1, 1885,		2,011 02				
Total,		$119,273 24		Total,		$119,273 24

ANALYSIS OF THE MAINTENANCE ACCOUNT.

Meat, 31,082 lbs.,	$3,021 45
Fish, 5,254 lbs.,	205 42
Butter, 5,513 lbs.,	1,386 31
Rice, sago, etc.,	32 24
Bread, flour, and meal,	1,526 17
Potatoes and other vegetables,	704 72
Fruit,	459 97
Milk, 30,644 qts.,	1,617 20
Sugar, 9,150 lbs.,	627 51
Tea and coffee, 682 lbs.,	211 55
Groceries,	819 54
Gas and oil,	531 59
Coal and wood,	2,037 86
Sundry articles of consumption,	348 02
Wages and domestic service,	4,476 02
Salaries, superintendence and instruction,	16,908 86
Outside aid,	192 16
Medicine and medical aid,	21 94
Furniture and bedding,	1,306 31
Clothing and mending,	44 04
Stable,	383 60
Musical instruments,	353 62
Boys' shop,	44 55
Books, stationery and apparatus,	1,481 79
Construction and repairs,	4,459 04
Taxes and insurance,	356 42
Travelling expenses,	156 49
Sundries,	98 84
	$43,813 23

WORK DEPARTMENT, Oct. 1, 1886.

Statement.

Amount due Perkins Institution from first date, .		$49,133 70
Amount of receipts over expenditures for the year 1886, ...		1,733 35
		$47,400 35
Cash received during the year 1886, . . .		$16,968 24
Salaries and wages paid blind people, .	$3,461 72	
" " seeing people,	2,438 95	
Amount paid for stock, rents and sundries,	9,334 22	
		15,234 89
		$1,733 35
Stock on hand Oct. 1, 1885, . .	$9,039 92	
" " Oct. 1, 1886,	$5,501 62	
Debts due Oct. 1, 1886, .	1,925 76	
	7,427 38	
		1,612 54
		$120 81

Printing Fund Statement Oct. 1, 1886.

Receipts.			*Expenses.*		
Proportion of income of invested funds,	$5,132 75		Labor,	$1,832 29	
Sale of books,	840 14		Stock,	159 72	
Donations,	501 00		Machinery,	1,163 73	
Legacy,	400 00		Electrotyping,	1,356 20	
			Binding,	485 25	
			Type,	91 38	
			Books,	106 58	
			Board of printers,	200 00	
			Cleaning, gas, freight, etc.,	67 33	
					5,462 48
			Balance to be added to fund,		2,411 41
		$7,873 89			$7,873 89

Kindergarten Fund Statement Oct. 1, 1886.

Receipts.			*Expenses.*		
Proportion of income of invested funds,	$1,152 80		Building and grading,	$21,903 15	
Donations,	16,126 39		Due general fund, Oct., 1885,	136 88	
Sale of investment,	15,000 00				22,040 03
			Balance,		10,239 16
		$32,279 19			$32,279 19

The following account exhibits the state of the property as embraced in the books of the institution, Sept. 30, 1886:

Real Estate yielding Income.		
House No. 11 Oxford street,	$5,500 00	
Three houses on Fifth street,	9,000 00	
House No. 537 Fourth street,	4,500 00	
Three houses, corner Day and Perkins streets, Roxbury,	8,460 00	
Real estate used for school purposes, So. Boston,		$27,460 00
Real estate used for school purposes, Roxbury,		240,200 00
Unimproved land in So Boston,		44,320 33
Mortgage notes,		8,500 00
So. Boston R. R. Co., note,		203,000 00
		7,500 00
Railroad Stock.		
Boston & Providence, 30 shares, value,	$5,490 00	
Fitchburg, 52 shares, value,	7,280 00	
Chicago, Burlington & Quincy, value,	10,000 00	
Chicago, Burlington & Northern, value,	250 00	
		23,020 00
Railroad Bonds.		
Eastern R. R. 6s, 4 at $1000, value,	$5,400 00	
Boston & Lowell, 5s, 1, "	1,000 00	
Chicago, Burlington & Quincy, 4s, 27 at $1,000, value,	27,000 00	
Chicago, Burlington & Northern, 5s, 5 at $1,000, value,	5,500 00	
Chicago, Milwaukee & St. Paul, 6s, 5 at $1,000, value,	6,000 00	
Ottawa & Burlington, 6s, 5 at $1,000, value,	5,500 00	
Kansas City, St. Joseph & Council Bluffs, 7s, 5 at $1,000,	6,150 00	
		56,550 00
Cash,		36,327 45
Household furniture,		15,000 00
Provisions and supplies,		968 04
Wood and coal,		2,222 00
Work Department.		
Stock and bills,		7,427 38
Musical Department, viz.:		
One large organ,	$5,000 00	
Four small organs,	450 00	
Forty-five pianos,	11,000 00	
Brass instruments,	700 00	
Violins,	35 00	
Musical library,	600 00	
		17,785 00
Amount carried forward,		$590,280 20

Amount brought forward,		$690,280 20
Printing Department, viz.:		
Stock and machinery,	$2,800 00	
Books,	9,400 00	
Stereotype plates,	7,607 00	
		19,807 00
School furniture and apparatus,		7,900 00
Library of books in common type,	$2,900 00	
" " raised type,	9,000 00	
		11,900 00
Boys' shop,		118 75
Stable and tools,		804 17
		$730,810 12

The foregoing property represents the following funds and balances and is answerable for the same.

General fund, investments, real estate,	$19,000	
General fund, investments, stocks and mortgages,	96,745	
		$115,745 00
General fund, cash,		23,676 88
Harris fund, investments,		80,000 00
Printing fund, investments,		113,325 00
" " cash,		2,411 41
Kindergarten fund, real estate yielding income,		8,460 00
Kindergarten fund, cash,		10,239 16
		$353,857 45
Buildings, unimproved real estate and personal property, in use for the institution, So. Boston,		332,632 34
Buildings, unimproved real estate and personal property, in use for the institution, Roxbury,		44,320 33
		$730,810 12
Total amount of property belonging to Kindergarten,		$63,019 49
Total amount of property belonging to Institution proper,		667,790 63
		$730,810 12

KINDERGARTEN FUND.

List of Contributors.

From September 30, 1885, to October 1, 1886.

Amount acknowledged in the last annual report,	$41,469 12
Henry B. Rogers,	1,000 00
A friend,	1,000 00
Shepherd Brooks,	500 00
Mrs. J. H. Wolcott (fourth contribution),	300 00
Miss Louisa M. Alcott,	125 00
Dr. Samuel Eliot,	100 00
Miss Mary Jane Aldrich,	100 00
Mrs. M. R. Richardson,	100 00
Miss Abby W. May (third contribution),	100 00
A Christmas offering,	100 00
C. W. Amory (second contribution),	100 00
R. T. Parker,	100 00
J. N. Fiske,	100 00
W.,	100 00
Proceeds of fair held by Miss Bacon and her Sunday-school class of First Religious Society, Roxbury,	80 00
Amos A. Lawrence,	50 00
Mrs. G. G. Lowell (second contribution),	50 00
Danbury, Conn., through Nellie Hancock,	41 00
G. H. Quincy (second contribution),	25 00
Mrs. W. F. Weld,	25 00
Miss Laura Norcross (second contribution),	25 00
Amount carried forward,	$48,590 12

Amount brought forward,	$48,590 12
R. Sullivan (second contribution),	25 00
Miss A. D. Torrey,	20 00
S.,	20 00
Children of Misses Garland and Weston's kindergarten,	17 37
Mrs. C. P. Curtis,	15 00
Sunday-school class Dr. Briggs' church, Cambridgeport,	12 00
Through Miss C. B. Rogers,	10 00
Mrs. Julia Ward Howe,	10 00
Sunday School First Congregational Church, Danvers,	10 00
Miss C. Wood,	10 00
Sunday School Unitarian Church, Littleton, Mass.,	7 00
Mrs. E. Pickering,	5 00
Sunday School St. James Church,	3 00
Entertainment by little boys of Perkins Institution,	2 45
A friend of the little ones,	2 00
Through Laura Bridgman,	1 50
A friend,	1 00
Through M. L.,	1 00
Sunday-school teacher, San Diego, Cal.,	1 00
Through Miss L. D. Swinerton,	1 00
Through J. V.,	50
Miss Mary Ann Wales (third contribution),	1,000 00
Mrs. Porter, proceeds of three entertainments,	915 00
Mrs. William Appleton (second contribution),	500 00
Mrs. Gardner Brewer,	500 00
Mrs. Francis Brooks, profits on sale of "Heidi,"	192 05
Cash,	100 00
Proceeds of pupils' exhibitions at Perkins Institution, Feb. 22,	75 31
Amount carried forward,	$52,047 30

Amount brought forward, ...	$52,047 30
H. Bradlee Fenno, Edward N. Fenno, jr., Thomas G. Stevenson, R. H. Stevenson, jr., and George H. Blake, ...	50 55
J. R. Hall, ...	50 00
E. P., ...	50 00
Miss Ellen G. Cary, ...	50 00
F. V. Balch, ...	50 00
T. E. U., ...	50 00
Mrs. J. B. S. Jackson, for current expenses (third contribution), ...	50 00
Mrs. Nancy M. Field, Monson, Mass., . . .	50 00
Mrs. J. Parkinson, ...	25 00
Mrs. Horace Gray (second contribution), . .	25 00
Mrs. S. E. Guild, ...	25 00
Miss Lucy Lowell ($10 annual, second contribution), ...	25 00
Miss Abby W. Pearson, ...	25 00
E. D. Chamberlin, ...	25 00
William Montgomery (second contribution), . .	25 00
L. W. D., ...	25 00
M. M. D., ...	25 00
H., ...	25 00
Mrs. Mason's Sunday-school class, Harvard Church, Brookline, ...	25 00
Mrs. Mary C. Charles (second contribution), . .	25 00
Harvard Sunday-school Infant class, Brookline, .	12 00
H. W., ...	10 00
Mrs. C. C. Chadwick (second contribution), . .	10 00
Children of Boylston Chapel private school (second contribution), ...	8 00
George Whitney, ...	5 00
Lewis B. Bailey, ...	5 00
Amount carried forward, ...	$52,797 85

Amount brought forward,	$52,797 85
Mrs. Chickering's School at Dorchester, additional,	1 00
Mrs. D. Wallis Morrison, New Rochelle, N.Y.,	1 00
A sympathizer,	1 00
Three little girls,	30
A friend,	5,000 00
Proceeds of children's fair at Swampscott,	672 66
The Misses Worthington, part proceeds of a fair held by them,	388 88
Mrs. J. H. Wolcott (fifth contribution),	300 00
Mrs. J. Templeman Coolidge (second contribution),	200 00
Mrs. Francis Brooks, sale of "Heidi,"	200 00
William Perkins,	100 00
Mrs. Henry Brackett,	100 00
Mrs. John L. Gardner, in memory of Mrs. J. R. Anagnos,	100 00
Mrs. Nancy S. Davis and Mrs. M. Louise Tilden, in memory of Miss Caroline A. Sawyer,	100 00
Proceeds of pupils' concerts in Vermont,	60 00
First Congregational Society in New Bedford,	50 00
C. M. L.,	50 00
Henry Whitney Bellows, Katy Putnam Peabody, Robert Peabody Bellows, Ellen Derby Bellows, and Mary Derby Peabody,	44 06
Third Congregational Church, Cambridge,	32 85
Six young girls, through Mrs. Margaret F. King,	30 00
Children of Miss Perkins' Kindergarten. Amherst, Mass.,	28 60
Mrs. U. H. Crocker,	25 00
Miss E. Ballard,	25 00
Mrs. Edward J. Holmes,	25 00
Mrs. Clitheroe Dean James,	25 00
Amount carried forward,	$60,358 20

Amount brought forward,	$60,358 20
Benjamin Dean,	25 00
Mrs. E. Wigglesworth,	20 00
Unitarian Sunday School, First Parish, Beverly,	15 00
From sale of "Star Drifts," through Miss M. H. Hill,	14 73
South Congregational Church, South Framingham,	12 00
Phenix, R. I., Kindergarten (second contribution),	10 84
Mrs. F. H. Swan,	10 00
Mrs. Robert Swan (third contribution),	10 00
Mrs. R. M. White,	10 00
Mrs. Annie W. Sweetser's Kindergarten, West Newton,	10 00
A friend, through J. S. D.,	10 00
Proceeds of fair by Carrie B. Phippen and Edith M. Colburn,	9 75
Miss Brackett's infant class, in the First Church (third contribution),	9 50
Henrietta Heinzen and Miriam Tower,	7 50
Miss Harriet S. Parsons,	5 50
Cash,	5 00
Mrs. K. A. Baxter,	5 00
J. R. Corthell,	5 00
Mrs. E. E. Pratt,	5 00
Through Laura Bridgman,	5 00
Mrs. J. H. Meredith,	5 00
Miss Lucy H. Symonds' Kindergarten,	3 07
Florence Stanley and Grace Clapp,	3 00
Through Miss B.,	2 25
Mrs. E. I. Welch, Lyndon, Vt.,	2 00
William E. Howarth,	2 00
A member of the Second Congregational Church, Dorchester,	2 00
Amount carried forward,	$60,582 34

Amount brought forward, ...	$60,582 34
Brookfield Sunday School, through Miss S. M. M.,	2 00
Mrs. J. C. Roberts, ...	2 00
Minnie Tupper and Fanny Johnson, . . .	1 34
Mrs. Holbrook's Sunday-school class, First Church,	1 25
Miss Baxter, ...	1 00
School at Beverly, ...	1 00
Cash, ...	1 00
Little children of Miss Gray's and Miss Gordon's Kindergarten, Cortes street, ...	1 00
Miss Sallie Wilbur, Acushnet, Mass., . . .	1 00
Florence Kindergarten, ...	60
Cash, ...	50
Mrs. Bethmann's Kindergarten (second contribution), ...	48
Total, ...	$60,595 51

We are also indebted to Miss Sarah E. Nickerson for a steel engraving for the kindergarten.

All contributors to the fund are respectfully requested to peruse the above list, and to report either to Edward Jackson, *treasurer, No. 178 Devonshire street, Boston, or to the director,* M. Anagnos, *South Boston, any omissions or inaccuracies which they may find in it.*

LIST OF EMBOSSED BOOKS,

PRINTED AT THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND.

TITLE OF BOOK.	No. of Volumes.	Price per Set.
Book of Proverbs,	1	$2 00
Book of Psalms,	1	3 00
New Testament,	3	7 50
Book of Common Prayer,	1	4 00
Baxter's Call,	1	2 50
Hymns for the Blind,	1	2 00
Pilgrim's Progress,	1	4 00
Natural Theology,	1	4 00
Life of Melanchthon,	1	1 00
Selections from the Works of Swedenborg,	1	–
Biographical Sketches of Distinguished Persons,	1	3 00
Biographical Sketch of George Eliot,	1	25
Memoir of Dr. Samuel G. Howe,	1	3 00
Howe's Cyclopædia,	8	32 00
Combe's Constitution of Man,	1	4 00
Cutter's Anatomy, Physiology and Hygiene,	1	3 00
"Life and her Children," or a Reader of Natural History,	1	3 00
Philosophy of Natural History,	1	3 00
Geometrical Diagrams,	1	1 00
Huxley's Science Primers, Introductory,	1	2 00
Higginson's Young Folks' History of the United States,	1	3 50
Constitution of the United States,	1	40
Dickens's Child's History of England,	2	6 00
Freeman's History of Europe,	1	2 50
Schmitz's History of Greece,	1	3 00
Schmitz's History of Rome,	1	2 50
Guyot's Geography,	1	4 00
Scribner's Geographical Reader,	1	2 50
American Prose,	2	6 00
Most Celebrated Diamonds, by Julia R. Anagnos,	1	50
Dickens's Christmas Carol, with Extracts from Pickwick,	1	3 00
Dickens's David Copperfield, 1st and 2d vols.,	–	6 00
" " " 3d and 4th vols. in press,	–	–
Dickens's Old Curiosity Shop,	3	12 00
Emerson's Essays,	1	3 00
Extracts from British and American Literature,	2	5 00
George Eliot's Silas Marner,	1	3 50
Goldsmith's Vicar of Wakefield,	1	3 00
Hawthorne's Scarlet Letter,	2	5 00
Hawthorne's Tanglewood Tales,	2	4 00
Scott's Quentin Durward,	2	6 00
Scott's Talisman,	2	6 00
The Deacon's Week,	1	25
The Last Days of Pompeii, by Edward Bulwer Lytton,	3	9 00
Bryant's Poems,	1	3 00
Byron's Hebrew Melodies and Childe Harold,	1	3 00
Poetry of Byron, selected by Matthew Arnold,	1	3 00

List of Embossed Books — *Concluded.*

TITLE OF BOOK.	No. of Volumes.	Price per Set.
Holmes's Poems,	1	$3 00
Longfellow's Evangeline,	1	2 00
Longfellow's Evangeline and other Poems,	1	3 00
Lowell's Poems,	1	3 00
Milton's Paradise Lost,	2	5 00
Pope's Essay on Man and other Poems,	1	2 50
Scott's Lay of the Last Minstrel and 37 other Poems,	1	3 00
Shakespeare's Hamlet and Julius Cæsar,	1	4 00
Shakespeare's King Henry Fifth,	1	2 00
Shakespeare's Romeo and Juliet,	1	2 00
Tennyson's In Memoriam and other Poems,	1	3 00
Whittier's Poems,	1	3 00
Longfellow's Birthday, by Julia R. Anagnos,	1	25
Commemoration Ode, by H. W. Stratton,	1	10
Juvenile Books.		
Script and point alphabet sheets per hundred,	–	5 00
An Eclectic Primer,	1	40
Child's First Book,	1	40
Child's Second Book,	1	40
Child's Third Book,	1	40
Child's Fourth Book,	1	40
Child's Fifth Book,	1	40
Child's Sixth Book,	1	40
Child's Seventh Book,	1	40
Youth's Library, vol. 1st,	1	1 25
Youth's Library, vol. 2d,	1	1 25
Youth's Library, vol. 3d,	1	1 25
Youth's Library, vol. 4th,	1	1 25
Youth's Library, vol. 5th,	1	1 25
Youth's Library, vol. 6th,	1	1 25
Youth's Library, vol. 7th,	1	1 25
Youth's Library, vol 8th,	1	1 25
Andersen's Stories and Tales,	1	3 00
Bible Stories in Bible Language, by Emilie Poulsson,	1	3 00
Children's Fairy Book, by M. Anagnos,	1	2 50
Eliot's Six Arabian Nights,	1	3 00
Heidi: translated from the German by Mrs. Brooks,	2	5 00
Kingsley's Greek Heroes,	1	2 50
Lodge's Twelve Popular Tales,	1	2 00
What Katy Did, by Susan Coolidge,	1	2 50
Music.		
Key to Braille's Musical Notation,	1	35
Arban's Method for the Cornet and Sax-Horn,	1	1 00
Opus 261, by Czerny,	1	1 00
Musical Characters used by the Seeing,	1	35
Flying Leaf, by Spindler (in press).		
Twelfth Andante and Waltz, by Charles Bach (in press).		

N. B. The prices in the above list are set down per SET, not per volume.

LIST OF APPLIANCES AND TANGIBLE APPARATUS,

MADE AT THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND.

GEOGRAPHY.

I. — Wall Maps.

1. The Hemispheres, ... size, 42 by 52 inches.
2. United States, Mexico and Canada, " " "
3. North America, ... " " "
4. South America, ... " " "
5. Europe, ... " " "
6. Asia, ... " " "
7. Africa, ... " " "
8. The World on Mercator's Projection, " " "

Each $35, or the set, $280.

II. — Dissected Maps.

1. Eastern Hemisphere, . . . size, 30 by 36 inches.
2. Western Hemisphere, . . . " " "
3. North America, ... " " "
4. United States, ... " " "
5. South America, ... " " "
6. Europe, ... " " "
7. Asia, ... " " "
8. Africa, ... " " "

Each $23, or the set, $184.

These maps are considered, in point of workmanship, accuracy and distinctness of outline, durability and beauty, far superior to all thus far made in Europe or in this country.

"The New England Journal of Education" says, "They are very strong, present a fine, bright surface, and are an ornament to any school-room."

III. — Pin-Maps.

Cushions for pin-maps and diagrams, . . .	each,	$0 75

ARITHMETIC.

Ciphering-boards made of brass strips, nickel-plated, ...	each,	$4 25
Ciphering-types, nickel-plated, per hundred, .	"	1 00

WRITING.

Grooved writing-cards, ...	each,	$0 05
Braille tablets, with metallic bed, . . .	"	1 50
Braille French tablets, with cloth bed, . .	"	1 00
Braille new tablets, with cloth bed, . . .	"	1 00
Braille Daisy tablets, ...	"	5 00

TERMS OF ADMISSION.

"Candidates for admission must be over nine and under nineteen years of age, and none others shall be admitted."— *Extract from the by-laws.*

Blind children and youth between the ages above prescribed and of sound mind and good moral character, can be admitted to the school by paying $300 per annum. Those among them who belong to the state of Massachusetts and whose parents or guardians are not able to pay the whole or a portion of this sum, can be admitted gratuitously by application to the governor for a warrant.

The following is a good form, though any other will do: —

"*To His Excellency, the Governor.*

"SIR: — My son (or daughter, or nephew, or niece, as the case may be), named —— and aged ——, cannot be instructed in the common schools, for want of sight. I am unable to pay for the tuition at the Perkins Institution and Massachusetts School for the Blind, and I request that your Excellency will give a warrant for free admission. Very respectfully, —— ——."

The application may be made by any relation or friend, if the parents are dead or absent.

It should be accompanied by a certificate, signed by some regular physician, in this form: —

"I certify that, in my opinion, —— —— has not sufficient vision to be taught in common schools; and that he is free from epilepsy, and from any contagious disease.

(Signed) —— ——."

These papers should be done up together, and forwarded to the DIRECTOR OF THE INSTITUTION FOR THE BLIND, *South Boston, Mass.*

Blind children and youth residing in Maine, New Hampshire, Vermont, Connecticut and Rhode Island, by applying as above to the governor, or the "Secretary of State," in their respective states, can obtain warrants for free admission.

The sum of $300 above specified covers all expenses (except for clothing), namely, board, lodging, washing, tuition, and the use of books and musical instruments. The pupils must furnish their own clothing, and pay their own fares to and from the institution.

An obligation will be required from some responsible persons, that the pupil shall be kept properly supplied with decent clothing, shall be provided for during vacations, and shall be removed, without expense to the institution, whenever it may be desirable to discharge him.

The usual period of tuition is from five to seven years.

The friends of the pupils can visit them whenever they choose.

The use of tobacco, either in smoking or otherwise, is strictly prohibited in the institution.

Persons applying for admission of children must fill out certain blanks, copies of which will be forwarded to any address on application.

For further information address M. ANAGNOS, DIRECTOR, PERKINS INSTITUTION FOR THE BLIND, *South Boston, Mass.*

APPENDIX.

PROCEEDINGS

OF THE

COMMENCEMENT EXERCISES

OF THE

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND.

COMMENCEMENT EXERCISES

OF THE

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND.

"Invest me with a graduate's gown,
'Midst shouts of all beholders,
My head with ample square-cap crown,
And deck with hood my shoulders."

SMART.

The greatest event in the yearly history of the Perkins Institution occurs on its commencement day. A year of hard study, of earnest endeavor, opening with a dim outlook and leading along a somewhat misty pathway, has at length been crowned with success as, on the fairest of June days, the school publicly presents a brief *résume* of its work and receives the kindly plaudits and congratulations of its benefactors and friends.

In compiling this report of the exercises, we have culled freely from the very full accounts given by the press.

The following circular, announcing the programme to be given, and including a concise statement relative to the kindergarten enterprise, — which now claims an equal interest with the school proper, — was fully and favorably noted in all the prominent newspapers of the city: —

PERKINS INSTITUTION AND MASS. SCHOOL FOR THE BLIND,
BOSTON, May 10, 1886.

The commencement exercises of this school will be held at Tremont Temple, on Tuesday, June 1, at 3 P. M. Samuel

Eliot, LL. D., will preside; His Excellency, Governor Robinson, will give a brief opening address, and the Hon. Leverett Saltonstall will speak on the kindergarten project.

You are most cordially invited to honor the occasion with your presence.

The seats on the floor and in the first balcony of the Temple will be reserved for the choice of the members of the corporation, and the friends and patrons of the institution, to whom this invitation is sent, until Saturday, May 22. Tickets are ready for delivery, and those who may be desirous of obtaining them are requested to send me a postal card indicating the number wished for. It will give me very great pleasure to forward them at once.

The seats will be reserved until 3 o'clock, punctually, when standing persons will be permitted to occupy all vacant places.

No tickets are required for the second balcony of the Temple, to which the public are cordially invited.

M. ANAGNOS.

The second step for the establishment of a kindergarten, — which is most imperatively needed for little sightless children, and without which the system of the education of the blind has no solid foundation to rest upon, — has already been taken. A new, commodious brick building, large enough to accommodate from thirty-five to forty persons, is in the process of erection on the estate purchased last year in Roxbury, corner of Day and Perkins streets, and preparations are being made for the opening of the infant institution next autumn.

The funds in the treasury will be entirely exhausted, however, when the walls and the roof of the new structure are completed, and there will be not one cent left either for finishing its interior and providing the necessary furniture and domestic appliances, or for carrying on the work. To this

important fact the attention of the benevolent and philanthropic members of our community is most respectfully called. They should bear it in mind, that upon their kind consideration and generous aid the support, progress and success of the enterprise are wholly dependent.

Both annual subscriptions for current expenses, and contributions for an endowment fund large enough to place the establishment on a permanent basis, are earnestly solicited, and will be thankfully received and duly acknowledged by

EDWARD JACKSON, *Treasurer*,
No 178 Devonshire street, Boston, Mass.

PROGRAMME.

Part I.

1. ORGAN. Fifth Concerto, ... *Handel.*
   Charles H. Prescott.

2. BRIEF OPENING ADDRESS.
   His Excellency Governor Robinson.

3. BAND. "Lohengrin." Introduction and Bridal Chorus,
   Wagner, arr. by J. B. Claus.

4. LAWS OF MECHANICS, Illustrated by Sewing Machine.
   Miss Evalyn A. Tatreau.

5. DOUBLE QUARTETTE for Male Voices, from "Glenara,"
   H. Strachauer.
   [Libretto by Julia R. Anagnos.]

6. EXERCISE IN GEOGRAPHY.
   By Four Little Boys.

7. READING BY THE TOUCH.
   Julia Roeske and M. Eunice French.

8. SOLO FOR CLARINET. Cavatina, op. 82, . . *M. Bergson.*
   Clarence W. Basford.

PART II.

1. GYMNASTICS, Military Drill and Calisthenics.

2. CHORUS for Female Voices, "Song of the Triton," . *Molloy.*

3. THE KINDERGARTEN. "Early Boston in Clay."
Remarks on the Kindergarten, by HON. LEVERETT SALTONSTALL.

4. GRAND DUO for two Cornets. "Fliege du Vöglein,"
Franz Abt, arr. by Guill. Popp.
C. H. PRESCOTT and C. T. GLEASON.

5. VALEDICTORY.
MISS ANNIE M. SULLIVAN.

6. AWARD OF DIPLOMAS.
BY DR. SAMUEL ELIOT.

7. CHORUS. Finale from "Glenara," . . *H. Strachauer.*

NAMES OF GRADUATES.

ALICE VIOLA CARLETON.
LILLIE MAY FLETCHER.
CHARLES TIMOTHY GLEASON.
CHARLES HARRISON PRESCOTT.
DANIEL SCOTT.
ANNIE MANSFIELD SULLIVAN.
EVALYN ANNIE TATREAU.
ARTHUR LEON WARREN.

The ever-widening interest in this school was shown by the early and earnest demand for seats, which was never greater than on the present occasion. To the disappointment of multitudes of applicants, every available space for standing, as well as sitting, was secured many days before the festival. The assemblage was composed of people of the highest social standing, and who represented the most advanced educational interest in the community.

The programme promised a feast of exceptional interest in the fulness and variety of its musical and literary numbers, interspersed with other brief exercises of the usual pleasing character.

Among the distinguished persons who occupied seats upon the platform were His Excellency, Governor Robinson, Hon. Leverett Saltonstall, Mrs. Julia Ward Howe, widow of Dr. S. G. Howe, founder of the school, trustees and others. The pupils, officers and teachers were also seated on the platform, and prominent among them was Laura Bridgman, whose finger conversation with a friend at her side attracted constant attention.

The first number on the programme was an organ selection, Händel's "Fifth Concerto," rendered "with fine technical skill and expression" by one of the graduates, Charles H. Prescott. This was given as an introductory while the audience were assembling.

Dr. Samuel Eliot presided "with his usual grace and tact," and opened the exercises in the following words: —

Ladies and gentlemen: — In behalf of the teachers and pupils of the Perkins Institution and Massachusetts School for the Blind, I welcome you to these graduating exercises. They will begin with an address from one who needs no introduction; but there may be some here who are not aware that he is the real official head of the institution, in virtue of his position as governor of the state, to whose wise liberality and long-continued devotion this school owes much of what, under the providence of God, it has been enabled to accomplish in the fifty-odd years of its existence. I present to you His Excellency, Governor Robinson.

OPENING ADDRESS.

BY HIS EXCELLENCY, GOVERNOR GEORGE D. ROBINSON.

Ladies and gentlemen: — There was a peculiar and sad significance in the opening remarks of Dr. Eliot, wholly unintentional on his part, in the fact that he brings me forward to take the first part in the *graduating* exercises. Of course that indicates that I am pretty nearly through. I *am*, but I do not like to be reminded of it. I better like the title on the first page of the programme, "Commencement Exercises." *Commencement* is rather more agreeable than *graduation* to one who is in politics. I should say, however, that I find, in this last year of my service, renewed delight in coming here; not alone in standing before you, ladies and gentlemen, and welcoming you, in behalf of the commonwealth, to this delightful and instructive entertainment, for I find still greater pleasure in standing before the pupils of the institution, and giving them today my heartiest wishes. I am glad to see them all here. Their faces are not at all unfamiliar to me, because it has been my pleasure to make them a recent visit at their school, and there to see more of them than we have opportunity for on an occasion like this.

Few institutions in our commonwealth command such cordial attention as the Perkins Institution. In fact, if you observe the writings of those who have come here from foreign lands to visit us, to examine America and her works, you scarcely find one who has not given his testimony about this school. For more than fifty years have people come and gone, bearing tribute to its excellence and its influence. Our own people perhaps do not fully appreciate it. It is not an unusual thing for ourselves to be less acquainted with what lies next to our doors, than is the stranger who visits us. We are less inclined to visit the great fields of renown in our immediate vicinity, than are those who come here for a brief period, and look about to find what will interest and instruct

them. So undoubtedly in proportion to the number of people the Perkins Institution receives as visitors, many are strangers to the state of Massachusetts. There is nothing peculiar in this institution, marking it as outside the educational developments of the state. We have our schools all over the commonwealth, — to such a degree are the people interested in the education and advancement of every child. Therefore it is to be expected, in the present time, that new appliances, new facilities, better opportunities, will be provided for this institution, as well as for all the others. The great advance made in the methods of teaching in the schools throughout this state is within the easy remembrance of many of us. The older men and women now present will run back in quick recollection to the days of their boyhood and girlhood, — to the small number of schools, to the imperfect methods and limited opportunities; and, comparing those privileges with these which are afforded today, they will see wherein, in every possible way, we have given extraordinary effort and encouragement in this direction.

Coming to the front of the platform, the thought passed through my mind: What a variety of scenes I have witnessed in this hall; how many different audiences have I stood before, to say the few or the many words. One day it is the graduation of the Boston Latin School, with the boys' exercises in elocution; another day it is to hear a great orator; another day it is to engage in some festival; another day, to welcome people from all parts of the country, gathered here in fraternal intercourse; and so on without limit; but none of these occasions are more pleasing and interesting than this which brings us here today.

In order to develop most carefully the method of instruction pursued in a school like this, it is found that earlier attempts must be made with the children, — that we should begin with the little ones, and give them facilities which are readily afforded, for children in general, in the primary schools.

Now a limit of age is fixed, and children are only taken into this institution after they have passed that limit. How much better it would be if at once, at the ordinary school age, blind children could be put under instruction, given the advantages of development and culture, trained in little ways, taught by the simplest system, until they should attain a greater advance, when they can enter this institution and take its enlarged course. I understand that a gentleman who has given special attention to this matter, — who is announced in the programme, — will speak more particularly on this question; and I hope, if the effort is made, in Boston and vicinity, to collect the necessary means to establish this kindergarten addition to the resources of the institution, it will meet with that ready and hearty response which always characterizes the efforts of Boston and her people in good works of this kind. It is an institution which receives constantly the support, in large measure, of the state, and that support is most heartily accorded.

Dr. Eliot responded happily that Governor Robinson "deserved to receive the highest political degree to which he might aspire, and should then be made a perpetual under-graduate." The address of His Excellency was delivered with the earnestness and warmth of feeling which characterize all his utterances, and called forth frequent applause, expressive of a hearty response to his inspiring words. The assurance of his deep interest in the school, personal as well as official, was warmly and gratefully appreciated by all its members.

Following this address the brass band with clarinets gave a "spirited performance" of the "Introduction and Bridal Chorus" from "Lohengrin," executed with remarkable facility.

The "Laws of Mechanics, illustrated by the Sewing Machine," was a brief, practical essay, given by one of the young lady graduates, Miss Evalyn A. Tatreau, an earnest and diligent student, whose skilful handling of her text, as well as of the instrument, gave but a small proof of her attainments in the various branches of study pursued during her residence at the school. The brief time allowed for the exposition of the subject made it necessary to condense her statements into the following concise form : —

LAWS OF MECHANICS.

Illustrated by the Sewing Machine.

BY MISS EVALYN A. TATREAU.

Standing as we do today in the midst of the great results which have been achieved through the constant and untiring labor of man, can we look back over the centuries that have passed since his first appearance on the earth and imagine a period of time more brilliantly illuminated by grand and noble works? The oldest implements that have been found in connection with man, are of stone, such as hatchets and arrowheads. Implements of this kind in a later age were found polished, showing one step in advance. Very rude this may seem to people living in the nineteenth century; yet it was one drop in the great sea of discoveries and inventions which today marks the physical, moral and intellectual growth of the race.

Although the resources of man are great yet they are limited. Force he cannot create; that is of divine origin alone. But by scientific reasoning and planning, together with the labor of his hands, he has constructed objects which concentrate and distribute force. In this way his mental force is transformed into physical.

The concentration and distribution of force we see plainly illustrated in the sewing machine, by means of a rod which connects the treadle with the large wheel. The force which I apply in a vertical direction is carried and concentrated in this wheel. A connection is made between the large and small wheels by the use of a band; through this connection velocity is gained in proportion to the size of the wheels. From the band-wheel the force is sent in two directions, part going to the needle and part to the shuttle lever.

The practical value of the simplest machinery far exceeds that of the complicated, as in all complicated machinery a great amount of force is expended in overcoming friction.

Miss Tatreau's performance was received with enthusiastic applause, and was very generously commended. At its close, Dr. Eliot announced the double quartette from "Glenara," prefacing it with the remark that "a very pathetic as well as artistic interest attaches to this production, as the libretto was written by Mrs. Anagnos, whose loss by death during the past year every inmate and every friend of the institution deplores." This number consisted of a hunting chorus, and was rendered with "fine effect" by eight male voices with piano accompaniment arranged for two performers.

"One of the most interesting numbers on the programme" was then given, — an exercise in geography, "characteristic of this school," — by four little boys, one of whom put together very rapidly and accurately a dissected map of South America; while the others "showed great facility" in recognizing by size and outline, as well as giving facts concerning the various countries represented by the different sections of the maps examined by their small fingers.

"Reading by the touch," which followed, was pronounced a "truly wonderful" performance, as given by Julia Roeske and Eunice French. The first, a tiny little girl, read some juvenile verses about "a pin" with a clearness and *naïveté* of expression that caught the fancy of the audience at once; and "showed wonderful aptitude," in view of the fact that she had been a pupil at the school since last September only. Eunice French read with fine expression and intelligence an enjoyable selection from the "Autocrat of the Breakfast Table."

A "solo for clarinet," quite a difficult cavatina, was played "with fine expression and skill" by Clarence W. Basford, and this closed the first part of the programme.

The second part opened with the appearance of sixteen boys, dressed in uniform, who gave a series of dumb-bell exercises with remarkable precision, and "showed a unity of time and movement which it would seem hardly possible to teach to pupils without sight." The sound of their retreating footsteps gave the signal to another set of actors who appeared in the form of eleven little girls, attired in white, and carrying silvery wands with which they performed various rhythmic exercises, "exhibiting grace of motion and an adaptation to physical development," and guided wholly in their movements by the notes of a piano played by a young pupil. A squad of twelve young men succeeded them upon the stage, advancing with military step and bearing, and clad in simple uniform. They went through the manual of arms and other military exercises with "promptness, exactness and perfect unison of movement."

The chorus for female voices, Molloy's "Song of the Triton," was then given in a manner that showed "well-trained voices of rare power and sweetness."

Work of the Kindergarten Classes.

The most "unique" and "telling" feature of the commencement exercises was presented by six small boys and an equal number of girls, who took their places upon the stage in front of tables prepared for them. Each one then modelled different forms representing "Early Boston in Clay," thus giving a charming illustrated recitation in the history of this noble city before it could boast of a printing press. One little girl made an excellent map of Boston and described its outlines; another, an Indian canoe for crossing the Charles River; and a third modelled a pine tree shilling coined in 1652. The little boys also exhibited and described very good representations of several well-known objects of interest; a windmill like that on Copp's hill, the Boston stone, the beacon, lighthouse, dome of the State House, and a ship in which the first settlers might have immigrated. A tiny girl held up a pen which she had manufactured, as a likeness of the one used by the first white inhabitant of Boston, and which was the companion of the solitude and aid to the study of the Rev. William Blackstone. The story of the Boston Newsletter printed in 1704 was told in connection with a model of a printing press; and the difficult task of making a very small spinning wheel was successfully accomplished by the skilful and industrious fingers of another girl, who explained that the Boston ladies used to spin and make their own cloth instead of buying it from England. Altogether the work of these little ones was so well performed as to prove "an unanswerable argument in favor of the kindergarten," and added intensely to the interest created in its behalf. "Although smiles and praise were everywhere accorded the workers on the platform,

many an eye was wet, and many a heart warm with the desire to aid their little neglected brothers and sisters in misfortune." While this work was in progress the audience listened to a most eloquent, persuasive appeal in behalf of the kindergarten, by the Hon. Leverett Saltonstall, who strongly reënforced the impressions made by the children, — the speaker and his subject having been first introduced to the audience by Dr. Eliot with the following appropriate words : —

Everyone is aware that steps have been taken, over and over again, within the past three or four years, towards the establishment of a kindergarten department in the Massachusetts School for the Blind, and probably everyone is aware of the great necessity for such an addition. But if there are any minds at all in doubt on the subject, if anybody here questions the propriety of the course which the government of this institution has adopted and is still following, I am sure their doubts will yield, and all will become clear to them, as they listen to the Honorable Leverett Saltonstall, who has kindly consented to address you on this subject.

ADDRESS ON THE KINDERGARTEN.

BY HON. LEVERETT SALTONSTALL.

Ladies and gentlemen: — I am asked for a few words about the proposed kindergarten. I feel that I know little on the subject, but am thankful to contribute my small efforts toward the accomplishment of this admirable design.

What form of human affliction calls for our sympathy more than blindness? — especially at this lovely season when God has unfolded before his children the wonders of his creation, appealing to their hearts through all their senses, but especially through that of sight, and calling upon them for gratitude and praise, through every delicate leaf and flower which bursts

from the dry twig, through sun and moon and stars, blue sky and fleecy cloud, through bird and insect, ocean, river, lake and mountain, through unnumbered forms of beauty and of grace, which adorn all nature, but more than all, through the form and expression of those we love and who love us. When then we think of those who are deprived of sight, how can our hearts but be filled with tenderest sympathy?

Think! you who are thus blest with the power to enjoy this feast which is daily spread before you, from the moment when you open your eyes to behold the glorious light of day, till you close them to rest, never a moment but you are experiencing the wondrous blessing of sight.

How, then, can we better estimate our obligation, to aid those of our human brotherhood who are deprived of sight, than by thus summing its blessings and by thinking what the loss of it would be to ourselves?

Having once been a trustee of the Perkins Institution, I cannot but feel the deepest interest in its admirable work. Already famous among similar institutions, it needs only larger endowments and more commodious buildings to spring to the front, and to take the lead.

Fortunate is it in having at its head one who seems to have received from his friend and instructor, the late Dr. Howe, the genius, the heart and the will to carry on the great work which he bequeathed him. Were he not present, I should say more, far more of Mr. Anagnos, of his gentle care and devotion, his self-sacrificing zeal in the cause of the blind. His enthusiasm and confidence in his cause remind me of the same qualities in the late Professor Agassiz, in the cause of science, — both of foreign birth, — the one from the Swiss Republic, that Alpine nursery of freedom; the other, from the classic land of Greece, in his noble career and exalted endeavors, showing that this little kingdom can send to the young republic those who, in the cause of philanthropy, are worthiest successors to her scholars, poets, statesmen and philosophers of old.

You are aware that young children are not admitted to the institution, and that it is for these little ones that Mr. Anagnos wishes to found the kindergarten; for the reason that it is during these tender years that so much can be done to develop the child, and so much of neglect, and far worse, oftentimes of brutal treatment can be avoided; that so much work has now to be devoted to undoing what has been badly done, that the little child, while at its most plastic age, may be, under kind and skilful teachers, and, like the clay which their little hands are now moulding with such intelligence [referring to the children at work on the platform], that they may be taken in hand before their faculties have become hardened and benumbed from neglect.

It is during these early years that the affections as well as the faculties, if rightly directed, are made to bear fruit. And what must be the life of those who have known nothing but neglect, who have been left to sit in idleness and to feel themselves cut off from all the pleasures and pursuits of childhood? How difficult the task to mould into gentle, happy, useful men and women, the children who have been thus treated! Seeing this daily, and becoming more and more impressed with the necessity of overcoming this terrible obstacle in their education, our wise teacher, with his warm heart, conceived the design of founding the kindergarten for the blind.

The money thus far obtained through the zeal which he has kindled in others has been found sufficient for the purchase of a beautiful lot in Roxbury, and for the erection of a plain but substantial building, the lot being large enough to admit of others as they may be required.

But here the project is stopped for the present for want of funds. This cannot, however, long be so. Men and women will rise up who will be fired with the desire to do something to assist this good man in carrying out his noble scheme. Our interest cannot but be enlisted for it, as we look at these

little ones, so earnest and so intelligent in their work, and, indeed, by all that we see and hear at these touching exercises.

Think of what was formerly the fate of the blind, and of the constantly increasing facilities for their education, so that now their resources and accomplishments are sufficient to render them self-supporting and useful members of society.

Through the zeal of gentle, affectionate and devoted teachers, as well as the generosity of those who have provided the means to enable them to annually add to their library (an inestimable fund), the blind are made in great measure to receive their sight, and even the little children seem through their intelligence to have worked in clay, as the Saviour did, a miracle; for I am quite sure that few children blessed with vision could evince more intelligence and skill than they.

Shall we, then, aid Mr. Anagnos in this noble work? Let all who feel their hearts touched by what they see and hear today, try to strengthen his hands, and before another year the kindergarten will be built and equipped, shedding its blessings on fifty or more little blind children who are now unhappily wasting their precious years in pitiful darkness.

A grand duo for two cornets from "Fliege du Vöglein," was then "beautifully executed" by two of the graduates, C. H. Prescott and C. T. Gleason. This was followed by the valedictory of Miss Annie M. Sullivan, who "acquitted herself of the always touching duty of farewell with a felicity of thought and tender grace of expression that raised her efforts far above conventionality."

VALEDICTORY.

BY MISS ANNIE M. SULLIVAN.

Today we are standing face to face with the great problem of life.

We have spent years in the endeavor to acquire the moral and intellectual discipline, by which we are enabled to distinguish truth from falsehood, receive higher and broader views of duty, and apply general principles to the diversified details of life. And now we are going out into the busy world, to take our share in life's burdens, and do our little to make that world better, wiser and happier.

We shall be most likely to succeed in this, if we obey the great law of our being. God has placed us here to grow, to expand, to progress. To a certain extent our growth is unconscious. We receive impressions and arrive at conclusions without any effort on our part; but we also have the power of controlling the course of our lives. We can educate ourselves; we can, by thought and perseverance, develop all the powers and capacities entrusted to us, and build for ourselves true and noble characters. Because we can, we must. It is a duty we owe to ourselves, to our country and to God.

All the wondrous physical, intellectual and moral endowments, with which man is blessed, will, by inevitable law, become useless, unless he uses and improves them. The muscles must be used, or they become unserviceable. The memory, understanding and judgment must be used, or they become feeble and inactive. If a love for truth and beauty and goodness is not cultivated, the mind loses the strength which comes from truth, the refinement which comes from beauty, and the happiness which comes from goodness.

Self-culture is a benefit, not only to the individual, but also to mankind. Every man who improves himself is aiding the progress of society, and every one who stands still, holds it back. The advancement of society always has its commence-

ment in the individual soul. It is by battling with the circumstances, temptations and failures of the world, that the individual reaches his highest possibilities.

The search for knowledge, begun in school, must be continued through life in order to give symmetrical self-culture.

For the abundant opportunities which have been afforded to *us* for broad self-improvement we are deeply grateful.

We thank His Excellency, the Governor, and the legislature of Massachusetts, and the governors and legislatures of the several New England states, for the most generous and efficient aid they have given our school.

We thank our trustees for the zeal and invariable interest which they have shown in all that concerns our well-being.

Director, teachers and matrons: we enter life's battle-field determined to prove our gratitude to you, by lives devoted to duty, true in thought and deed to the noble principles you have taught us.

Schoolmates: though the dear happy years we have spent together are over, yet the ties of friendship, and an enduring love and reverence for our school, and the sacred memory of her whom God has called from her labor of love to be an unseen but constant inspiration to us through life, are bonds of union that time and absence will only strengthen.

Fellow-graduates: duty bids us go forth into active life. Let us go cheerfully, hopefully, and earnestly, and set ourselves to find our especial part. When we have found it, willingly and faithfully perform it; for every obstacle we overcome, every success we achieve tends to bring man closer to God and make life more as he would have it.

The high thoughts, noble purposes and grateful feelings animating the hearts of the young graduates, — whose early-darkened childhood had brightened into happy, hopeful youth under the fostering care of the school, — thus found fitting and true expression in the words of one

of their number, to whom the highest encomiums were lavishly awarded. It was pronounced "a beautifully original production, and the speaker's tender reference to the late Mrs. Anagnos as one who had been a cheering light to the pupils' hearts, and whose spirit would be ever present with them in memory's vision, was received with a sympathetic silence that could be felt by all, and many were moved to tears."

The graduates then came forward, eight in number, and received their diplomas from the hands of Dr. Eliot, who presented them with the following remarks : —

My dear young friends : — After the words that you have just heard from your associate, it is not necessary for me to enlarge upon what she has so well expressed. I am sure you have listened to her with very deep feeling, and that what you have heard will be helpful to you as you go on through life. Without saying more to you in the way of advice, I wish it were in my power to bring anything to you in the way of encouragement, as you stand this afternoon before me, and before this great audience, which has been gathered in profound interest and sympathy for your present and your future. I am sure that the opportunities and privileges which you have enjoyed in the Massachusetts School for the Blind have been of the utmost value to you ; and that the training which is unseen but which reaches far out into the visible world, and makes itself felt in all your communion with your fellow-beings, has had the first place in the education which is now brought, not to a close, but to a period in which one phase of it is over and another phase begins. You remember those lovely lines which Mrs. Wordsworth wrote, and which her husband put into one of his poems, where she speaks of

"That inward eye,
Which is the bliss of solitude."

It is the bliss of society also, the bliss of life, and with it you see, we all see, into the great realities of spiritual existence. There is a place waiting for you, for each one of you, among your fellow-men and fellow-women; and you are needed by them just as much, and in the same proportion, as they are needed by you. As you take the place which God has prepared for you, and which this school has enabled you to fill, you will find, day by day, that there are duties and responsibilities which no other man and no other woman can fulfil but just yourselves.

I have been very much interested, within a few months, in reading a book which I hope you will read, the Life of Fawcett, the English statesman, who died a year or two ago, after a long service of consummate usefulness to his country. He was blind from the age of twenty-five, when an accident suddenly cut him off from sight forever in this world; and this book tells us of his heroism at that moment, how he determined, within ten minutes after the accident, that it should make no difference in his plans of life. True to his resolution, he went on from stage to stage, a professor in the university, a member of parliament, until he became a minister of the crown, the highest dignity to which the political Englishman aspires. He had some great disadvantages. Having become blind when he was twenty-five years old, he lacked the early opportunities for training which you have had, and which quicken your senses to activity and keenness of perception; and he never gained, as long as he lived, that dexterity which you have acquired, and which you have practised before our eyes this very afternoon: but he had a keen sense of enjoyment in life, and that feeling of dependence upon God, and upon God's will, which strengthened and enlightened him. He always said one and the same thing, whenever he spoke to the blind: "Do what you can, and act as if you were not blind. Take courage and help yourselves." To those who could see, he was as continually saying with regard

to their treatment of him and those situated like him: "Don't patronize, but help us to be independent."

You have been trained to this independence; and all I can say is: May you have the courage to go on and prove it. Never forget, though this terminates your connection with the school as pupils, that you can be its members and helpers in ways you have never had a chance to be until now. Every school, every college in the country counts upon its graduates as its best supporters, to stand by it through good report and evil report, through prosperity and adversity, and this school counts upon you to do the same. It has hosts of friends, but the friends whom it has are continually passing away. Those who have been closest to it are taken from it, and the places that have known them know them no more; but the places which are waiting to know you, will know you, I trust, through long years of happiness and usefulness; and may your usefulness never be nearer to you, or your happiness dearer to you than as they connect themselves with this school. The training you have had here is to perfect itself hereafter and to grow brighter and brighter to the end.

And now, as I give you these diplomas, though it is my hand which places them in yours, and my voice that calls your name, it is not from me, but from your faithful director and his faithful staff of teachers that they come.

The exercises closed with a grand chorus by all the voices, giving another selection from "Glenara," which was chosen by the school, and presented as one more public tribute in which all might join, to the memory of her who had ever been to them "a sunny presence that it needed no retina to perceive."

The performances throughout "were of an intensely interesting character," and though similar ones are repeated year by year, "there has been nothing worn out,

but something ever new in the emphasis of these appeals." "The enthusiasm of the public on the festival days of the blind youth is unfailing, and the applause, repeated again and again, was the warmest assurance that could be given of a very real interest in the work of the institution."

COMMENTS OF THE PRESS.

The proceedings of the festival were fully reported and most favorably commented upon both by the secular and religious press, and the attention of the public was earnestly called to the work of the institution and its present wants and future needs. Of the numerous articles, which appeared in the editorial columns of leading newspapers on the occasion of our commencement exercises, we copy the following, including one on the kindergarten project: —

BLIND KINDERGARTNERS.

As often as the closing of the year brings the pupils of the Perkins Institution for the Blind to Tremont Temple, the sympathy with this work gathers an eager and enthusiastic audience to witness their exercises and express interest in their doings. Recently, the little kindergartners have added their contributions to the occasion, and yesterday quite outdid themselves in illustrating the early history of Boston in figures and designs made from clay. The dozen children who thus displayed their ability to teach history in object lessons suggest what may be done through the same method when applied to the younger children who are now neglected in their homes, because no adequate provision is made for them in institutions for the blind. These children, from three to five years of age, need to have their minds brightened and quickened in

these earliest years, and the uplifting of the blind can never reach a high degree of attainment until the kindergarten for the young, which Mr. Anagnos has designed, and the trustees of the institution have approved, has been completed and endowed. It is this work which makes its constant appeal, and which yesterday put its claims eloquently forward in the suggestive exercises in which the children of the Perkins Institution engaged, and in the admirable address of Mr. Leverett Saltonstall. Where is the $15,000 which will enable this projected institution to reach the point where it can begin its operations? — *Boston Herald*, June 2.

One of the most interesting educational anniversary occasions that occur in our city is the commencement of the Perkins Institution and Massachusetts School for the Blind. The exercises for the school year just closed took place in Tremont Temple last Tuesday afternoon, in the presence of a thoroughly sympathetic audience that completely filled the Temple. These occasions are always of a very high order of merit and fraught with pathetic interest, as well as being the cause of wonder and admiration at the perfection to which the instruction of the blind has been brought, and this year was no exception; in some respects the exercises were remarkably interesting, the pupils acquitting themselves in a manner to call out the most hearty enthusiasm from the audience. Dr. Samuel Eliot, president of the corporation, presided, and when he announced the double quartette from "Glenara" — which was beautifully sung by male pupils — he said that a very pathetic as well as artistic interest attaches to this production, as the libretto was written by Mrs. Anagnos, whose loss by death during the past year every inmate and every friend of the institution deplores. The work of a class of the smallest children in the kindergarten line, who modelled in clay several designs suggestive of incidents in the history of

Boston, in the presence of the audience, was a peculiarly interesting feature, and was an unanswerable argument in favor of the kindergarten department which is now being inaugurated, and which it is earnestly hoped will not be allowed to languish for want of funds. During the modelling work, Collector Saltonstall was introduced by Dr. Eliot, and made an eloquent and appreciative address, in the course of which he paid a warm tribute to the qualities of Mr. Anagnos, and said that he was worthy to come from the classic land of Greece. He closed with an urgent appeal for sympathy and support toward the project of the kindergarten school, which was an outgrowth of Mr. Anagnos' heart and zeal and was calculated to give to the work of training the blind children here a completeness scarcely to be found elsewhere in the world. Before the opening of the exercises by the pupils, Dr. Eliot asked Governor Robinson to speak, and he responded in his accustomed manner, paying a glowing tribute to the management and work of the institution. The valedictory, by Miss Annie M. Sullivan, was worthy of special mention, for its felicity of thought and grace of expression. It was emphatically a beautifully original production, and the speaker's tender reference to the late Mrs. Anagnos as one who had been a cheering light to the pupils' hearts, and whose spirit would be ever present with them in memory's vision, was received with a sympathetic silence that could be felt by all, while tears freely rolled down many faces. Dr. Eliot made a feeling and worthy response to this address, and then distributed the diplomas to the following graduates: Alice Viola Carleton, Lillie May Fletcher, Charles Timothy Gleason, Charles Harrison Prescott, Daniel Scott, Annie Mansfield Sullivan, Evalyn Annie Tatreau, Arthur Leon Warren. The exercises closed with the singing of the chorus finale from "Glenara." — *Boston Home Journal*, June 5.

No public exercise held in the city is more attractive than the annual exhibition of the Perkins Institution for the Blind. The repetition of these services for over half a century seems rather to increase than to diminish the interest. Tremont Temple was crowded last Tuesday by an eager and sympathetic company. On the stage, as usual, neatly dressed, sat the pupils — girls and boys, and young ladies and young men. They were as bright and alive to all the incidents of the hour as any of the spectators, giving little evidence of the veil upon their vision except by the motionless gaze in one direction, and when called to enter upon some exercise. Mrs. Julia Ward Howe, so well-known in the literary world, widow of the first director and founder of the institution, was upon the stage. Her dark dress recalled the late sudden and sad decease of her daughter, Mrs. Anagnos, the beloved wife and inspiring companion in his work of the present director of the school. Just behind her, in busy conversation with her hands with her friend, sat Laura Bridgman, the wonderful monument of painstaking, persistent and successful Christian philanthropy in reaching and quickening the mind when nearly every outward sense was closed. The fine brass band of the institution gave admirably performed pieces of music before and during the services. Samuel Eliot, LL. D., president of the corporation, presided, and introduced Governor Robinson in a graceful short address. The Governor is always happy on such occasions. He was playful, sympathetic and suggestive, heartily appreciative of the importance and success of the work accomplished in the school, and earnest in his appeal to the benevolent for the early and generous endowment of the kindergarten branch, now in construction. The exercises of the pupils, the excellent essays of two of the graduates, the illustrations of school work in geography, and of finger reading from the raised-letter volumes, the singing and instrumental music, the calisthenic and military drill, and finally the apt and amusing work of the younger pupils in clay, with their illustrated rec-

itations on the early history of Boston — all met with the warmest expressions of appreciation on the part of the audience. Hon. Leverett Saltonstall made an animated address in advocacy of the new movement to receive these rayless children at an earlier age, and to bestow upon them the advantages of the kindergarten training. Many little fellows and their sisters, lonely enough at home while their companions are at school or at play, are awaiting the opening of this school with eager expectation. Certainly their sympathizing parents and friends are awaiting with impatient interest for the opportunities to be afforded to their afflicted children. The community is now so widely alive to this important undertaking that we cannot doubt but it will at once receive adequate funds for its completion and ample endowment. Four young gentlemen and four young ladies, having completed the course of study at the institution, were graduated, and received at the hands of Dr. Eliot, with tender and appropriate words of encouragement and congratulation, their diplomas. — *Zion's Herald*, June 9.

LIGHT FOR THE BLIND.

"There is a time to every purpose under the heaven," and the friends of blind children think the time to carry out their purpose of endowing a kindergarten is at hand.

The subject of establishing a kindergarten for the blind children of New England has been before the public for a year or two; and we have frequently alluded to it in these columns, besides printing the *fac simile* of the appeal in its behalf by Laura Bridgman. Other journals have been earnest in their endeavors to help on so good a cause; and, by fairs and entertainments, many friends have materially aided in starting this work. Among the large contributions was the sum of more than $4,000 from the proceeds of a fair held in the house of Mrs. J. H. Wolcott. Two generous hearts contributed $5,000

and $10,000 each; and these gifts were supplemented by smaller sums raised, by means of concerts chiefly, by the pupils of the Perkins Institution for the Blind. In all, enough was raised to begin the enterprise. An estate of six acres in Roxbury was bought, which will afford room not only for the school-rooms and cottages of the kindergarten, but even for the Perkins Institution itself, should the time ever come when the trustees desire to move that school from its hill overlooking the sea to a less crowded quarter.

We have good Scripture authority for saying that a house ought to be founded on a rock, and the new buildings in Roxbury will have that merit; but, unhappily, there proved to be too much rock. In attempting to build, it was found that an "immense mass of ledge" had to be removed. Every property owner who has had occasion to lay gas, water, and sewer pipes through rock-ribbed streets and grounds knows what an addition to the cost of the work these stony barriers make. It was never more manifest than in this case.

The trustees, twelve well-known business men, were ready to obey the advice given in Proverbs, "Prepare thy work without and make it fit for thyself in the field; and *afterward* build thine house." They made ready the field, hoping to finish the house last fall. But the ledge was more than their match, with the limited funds at their command.

St. Luke asks a very pertinent question about architecture: "Which of you, intending to build, . . . sitteth not down first and counteth the cost, whether he have sufficient to finish it? Lest haply, after he hath laid the foundation, and is not able to finish it, all that behold it begin to mock him, saying, This man began to build and was not able to finish."

The friends of the new enterprise did count the cost. The rocks were all blown out on paper before the first fuse was lighted; and it looked very much as though, after they had laid the foundation, they might not be able to finish their modest structure. But by careful husbanding of their re-

sources and by the generosity of the architect, Mr. S. D. Kelley, who contributed plans and specifications, the trustees will be able to finish one building. It will, however, be a good deal like the house that Jack built, — empty, except a bag of malt and a rat, — unless the treasury, which will then be also empty, is refilled. Mr. Anagnos says : —

"There will be scarcely anything left, either for furnishings, musical instruments and apparatus, or for the absolutely necessary expenses for maintenance and tuition. For an endowment fund, which will give security to the permanence of the enterprise and will serve as a vital sap to its growth and fruition, we have not yet a penny."

The trustees, over their own names, invite aid to complete this work, saying with confidence, —

"The pleasing sight of such an infant institution, palpable and real, will, it is hoped, inspire the generous intentions of many more friends of childhood and the blind."

They state the necessity for such continued aid most cogently : —

"The purchase money, together with the great expense of removing the ledge and of erecting the first building, will *exhaust the last dollar of the fund already raised;* and liberal subscriptions are still needed to put the establishment in working order and enable the school to live and to expand."

It seems as though all that were necessary to secure the money was to state the need. The thought of little blind children growing up in eternal night all over this fair New England is pitiful. If science cannot restore to them the light of day, generosity can at least pour a flood of sunshine into their hearts and minds. Formerly there was the excuse that there was no channel through which to give aid to them. The opportunity is here. He doubles his gift who gives promptly. — *Christian Register*, January 28, 1886.

FIFTY-SIXTH ANNUAL REPORT

OF

THE TRUSTEES

OF THE

PERKINS INSTITUTION

AND

Massachusetts School for the Blind,

FOR THE YEAR ENDING

SEPTEMBER 30, 1887.

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Commonwealth of Massachusetts.

Perkins Institution and Mass. School for the Blind,
South Boston, December 10, 1887.

To the Hon. Henry B. Peirce, *Secretary of State*, Boston.

Dear Sir: — I have the honor to transmit to you, for the use of the legislature, a copy of the fifty-sixth annual report of the trustees of this institution to the corporation thereof, together with that of the director and the usual accompanying documents.

Respectfully,

M. ANAGNOS,
Secretary.

OFFICERS OF THE CORPORATION.

1887-88.

SAMUEL ELIOT, *President.*
JOHN CUMMINGS, *Vice-President.*
EDWARD JACKSON, *Treasurer.*
M. ANAGNOS, *Secretary.*

BOARD OF TRUSTEES.

FREDERICK L. AMES.
FRANCIS BROOKS.
JOHN S. DWIGHT.
JOSEPH B. GLOVER.
J. THEODORE HEARD, M.D.
ANDREW P. PEABODY, D.D.
EDWARD N. PERKINS.
HENRY S. RUSSELL.
JAMES STURGIS.
THOMAS F. TEMPLE.
S. LOTHROP THORNDIKE.
GEORGE W. WALES.

STANDING COMMITTEES.

Monthly Visiting Committee,

whose duty it is to visit and inspect the Institution at least once in each month.

1888.		1888.	
January,	F. L. AMES.	July,	EDWARD N. PERKINS.
February,	F. BROOKS.	August,	H. S. RUSSELL.
March,	J. S. DWIGHT.	September,	JAMES STURGIS.
April,	J. B. GLOVER.	October,	T. F. TEMPLE.
May,	J. T. HEARD.	November,	S. L. THORNDIKE.
June,	A. P. PEABODY.	December,	G. W. WALES.

Committee on Education.

J. S. DWIGHT.
FRANCIS BROOKS.
A. P. PEABODY.

House Committee.

E. N. PERKINS.
G. W. WALES.
FRANCIS BROOKS.

Committee on Finance.

J. B. GLOVER.
JAMES STURGIS.
HENRY S. RUSSELL.

Committee on Health.

J. THEODORE HEARD, M.D.
F. L. AMES.
T. F. TEMPLE.

Auditors of Accounts.

JAMES STURGIS.
J. T. HEARD.

OFFICERS OF THE INSTITUTION.

DIRECTOR.

M. ANAGNOS.

MEDICAL INSPECTOR.

JOHN HOMANS, M. D.

LITERARY DEPARTMENT.

JESSE T. MOREY.
Miss ANNIE K. GIFFORD.
Miss SARAH J. WHALEN.
Miss JULIA A. BOYLAN.
Miss DELLA BENNETT.
Miss SARAH M. LILLEY.
Miss FANNY S. MARRETT.
Miss EMMA A. COOLIDGE.

Miss SARAH ELIZABETH LANE, *Librarian.*

MUSIC DEPARTMENT.

THOMAS REEVES.
ELMER S. HOSMER.
Miss FREDA BLACK.
Miss BERTHA E. REED.
Miss MARY L. RILEY.
Miss JULIA H. STRONG.
LEMUEL TITUS.
THOMAS LEVERETT.
LORENZO WHITE.
CARL BAERMANN.
GEORGE J. PARKER.
JULIUS AKEROYD.

Music Readers.

Miss ALLIE S. KNAPP.
Miss JENNY A. WHEATON.
Miss DAISY S. MONROE.

TUNING DEPARTMENT.

JOEL WEST SMITH, *Instructor and Manager.*
GEORGE E. HART, *Tuner.*

INDUSTRIAL DEPARTMENT.

Workrooms for Juveniles.

JOHN H. WRIGHT, *Work Master.*
Miss CORA L. DAVIS, *Work Mistress.*
Miss A. M. MORRISON, *Assistant.*
EUGENE C. HOWARD, *Assistant.*
THOMAS CARROLL, *Assistant.*

Workshop for Adults.

ANTHONY W. BOWDEN, *Manager.*
PLINY MORRILL, *Foreman.*
Miss M. A. DWELLY, *Forewoman.*
Miss ELLEN M. WHEELOCK, *Clerk.*

DOMESTIC DEPARTMENT.

Steward.

ANTHONY W. BOWDEN.

Matron.

Miss MARIA C. MOULTON.
Miss MARTHA W. SAWYER, *Assistant.*
Miss ELLA F. FORD, *Assistant.*

Housekeepers in the Cottages.

Mrs. M. A. KNOWLTON.
Mrs. L. S. SMITH.
Miss BESSIE WOOD.
Mrs. SOPHIA C. HOPKINS.

PRINTING DEPARTMENT.

DENNIS A. REARDON, ... *Manager.*
Miss ELIZABETH S. HOWE, *Printer.*
Miss MARTHA C. ALDEN, "

Miss ELLEN B. WEBSTER, *Book-keeper.*

MEMBERS OF THE CORPORATION.

All persons who have contributed twenty-five dollars to the funds of the institution, all who have served as trustees or treasurer, and all who have been elected by special vote, are members.

Adams, John A., Pawtucket, R. I.
Adams, Waldo, Boston.
Agassiz, Mrs. E. C., Cambridge.
Alcott, Miss Louisa M., Concord.
Alden, Mrs. Sara B., Boston.
Aldrich, Miss Mary Jane, Boston.
Alger, Rev. William R., Boston.
Ames, F. L., Boston.
Ames, Oliver, Boston.
Amory, C. W., Boston.
Amory, James S., Boston.
Amory, William, Boston.
Amory, Mrs. William, Boston.
Anagnos, M., Boston.
Andrews, Francis, Boston.
Appleton, Mrs. William, Boston.
Apthorp, William F., Boston.
Atkins, Mrs. Elisha, Boston.
Atkinson, Edward, Boston.
Atkinson, William, Boston.
Austin, Edward, Boston.
Aylesworth, H. B., Providence.
Bacon, Edwin M., Boston.
Baker, Ezra H., Boston.
Baker, Mrs. E. J. W., Dorchester.
Baker, Mrs. E. M., Boston.
Baker, Miss M. K., Boston.
Baker, Mrs. Richard, Jr., Boston.
Balch, F. V., Boston.
Baldwin, William H., Boston.
Balfour, Miss Mary D., Boston.
Ballard, Miss E., Boston.
Barbour, E. D., Boston.
Barker, Joseph A., Providence.
Barrett, William E., Boston.
Barstow, Amos C., Providence.
Bartol, Rev. Cyrus A., Boston.
Bartol, Miss Mary, Boston.
Barrows, Rev. S. J., Dorchester.
Beal, J. H., Boston.
Beard, Hon. Alanson W., Boston.
Beckwith, Miss A. G., Providence.
Beckwith, Mrs. T., Providence.
Beebe, J. A., Boston.
Bennett, Mrs. Eleanor, Billerica.
Bigelow, Mrs. E. B., Boston.
Bigelow, Mrs. Prescott, Boston.
Billings, Miss Margaret C., Boston.
Binney, William, Providence.
Black, G. N., Boston.
Blake, James H., Boston.
Blanchard, G. D. B., Malden.
Boardman, Miss Cornelia B., Boston.
Bourn, Hon. A. O., Bristol, R. I.

Bouvé, Thomas T., Boston.
Bowditch, Mrs. E. B., Boston.
Bowditch, Dr. H. P., Jamaica Plain.
Bowditch, J. I., Boston.
Bowditch, Mrs. J. I., Boston.
Brackett, Mrs. Henry, Boston.
Brackett, Miss Nancy, Boston.
Bradlee, F. H., Boston.
Bradlee, Miss Helen C., Boston.
Brewer, Cyrus, Boston.
Brewer, Mrs. Mary, Boston.
Brewster, Osmyn, Boston.
Brimmer, Hon. Martin, Boston.
Brimmer, Mrs. Martin, Boston.
Brooks, Francis, Boston.
Brooks, Mrs. Francis, Boston.
Brooks, Mrs. F. A., Boston.
Brooks, Peter C., Boston.
Brooks, Rev. Phillips, Boston.
Brooks, Shepherd, Boston.
Brown, B. F., Boston.
Brown, John A., Providence.
Brown, Mrs. John C., Providence.
Browne, A. Parker, Boston.
Bullard, W. S., Boston.
Bullock, Miss Julia, Providence.
Bundy, James J., Providence.
Burnett, Joseph, Boston.
Burton, J. W., M. D., Flushing, N. Y.
Cabot, W. C., Boston.
Callender, Walter, Providence.
Carpenter, Charles E., Providence.
Carter, Mrs. Helen B., West Newton.
Cary, Miss A. P., Boston.
Cary, Miss Ellen G., Boston.
Cary, Mrs. W. F., Boston.
Cass, Mrs. D. S., Boston.
Case, Mrs. Laura L., Boston.
Center, Joseph H., Boston.
Chandler, P. W., Boston.
Chace, James H., Valley Falls, R. I.
Chace, Hon. Jonathan, Valley Falls, R. I.
Chamberlin, E. D., Boston.
Chapin, E. P., Providence.
Charles, Mrs. Mary C., Melrose.
Cheever, Miss A. M., Boston.
Cheever, Dr. David W., Boston.
Cheever, Miss M. E., Boston.
Cheeney, Benjamin P., Boston.
Chickering, George H., Boston.
Chickering, Mrs. Sarah M., Joy Mills, Pa.
Claflin, Hon. William, Boston.
Clapp, William W., Boston.
Clarke, Mrs. Jas. Freeman, Boston.
Clarke, James W., Boston.
Clement, Edward H., Boston.
Coats, James, Providence.
Cobb, Mrs. Freeman, Boston.
Cobb, Samuel C., Boston.
Cobb, Samuel T., Boston,
Cochrane, Alexander, Boston.
Coffin, Mrs. W. E., Boston.
Colt, Samuel P., Bristol, R. I.
Comstock, Andrew, Providence.
Coolidge, Dr. A., Boston.
Coolidge, J. R., Boston.
Coolidge, Mrs. J. R., Boston.
Coolidge, J. Templeman, Boston.
Coolidge, Mrs. J. Templeman, Boston.
Coolidge, T. Jefferson, Boston.
Corliss, George H., Providence.
Cotting, C. U., Boston.
Crocker, Mrs. U. H., Boston.
Croft, Mrs. Carrie A., Boston.
Crosby, Joseph B., Boston.
Crosby, William S., Boston.
Cruft, Miss Annah P., Boston.
Cruft, Miss Harriet O., Boston.
Cummings, Mrs. Annie L., Portland, Maine.
Cummings, Charles A., Boston.
Cummings, Hon. John, Woburn.
Curtis, C. A., Boston.
Curtis, George S., Boston.
Curtis, Mrs. Margarette S., Boston.
Curtis, Mrs. Mary S., Boston.
Dalton, C. H., Boston.

Dalton, Mrs. C. H., Boston.
Darling, Cortes A., Providence, R. I.
Darling, Hon. L. B., Pawtucket, R. I.
Davis, Miss A. W., Boston.
Davis, Mrs. Nancy S., Fitchburg.
Day, Daniel E., Providence.
Dean, Hon. Benjamin, South Boston.
Deblois, Stephen G., Boston.
Devens, Rev. Samuel A., Boston.
Dexter, Mrs. F. G., Boston.
Ditson, Oliver, Boston.
Dow, Mrs. Moses A., Boston.
Dwight, John S., Boston.
Eaton, W. S., Boston.
Eliot, Dr. Samuel, Boston.
Elliott, Mrs. Maud Howe, Boston.
Emery, Francis F., Boston.
Emery, Isaac, Boston.
Emmons, J. L., Boston.
Emmons, Mrs. Nath'l H., Boston.
English, James E., New Haven, Conn.
Endicott, Henry, Boston.
Endicott, William, Jr., Boston.
Ernst, C. W., Boston.
Farnam, Mrs. A. G., New Haven.
Faulkner, Mrs. Charles, Boston.
Fay, H. H., Boston.
Fay, Mrs. H. H., Boston.
Fay, Miss Sarah B., Boston.
Fay, Miss S. M., Boston.
Ferguson, Mrs. C. H., Dorchester.
Ferris, M. C., Boston.
Field, Mrs. Nancy M., Monson.
Fisk, Rev. Photius, Boston.
Fiske, J. N., Boston.
Flint, Charles L., Boston.
Folsom, Charles F., M.D., Boston.
Forbes, John M., Milton.
Foster, F. C., Boston.
Foster, John, Boston.
Freeman, Miss Hattie E., Boston.
French, Jonathan, Boston.
Frothingham, A. T., Boston.
Frothingham, Rev. Frederick, Milton.
Gaffield, Thomas, Boston.
Galloupe, C. W., Boston.
Gammell, Prof. Wm., Providence
Gammell, Mrs. Wm., Providence.
Gardiner, Charles P., Boston.
Gardner, George, Boston.
Gardner, Mrs. George, Boston.
Gardner, George A., Boston.
Gardner, Henry W., Providence.
Gardner, Mrs. John L., Boston.
George, Charles H., Providence.
Gill, Mrs. Frances A., Boston.
Gill, Mrs. Sarah A., Worcester.
Glidden, W. T., Boston.
Glover, A., Boston.
Glover, J. B., Boston.
Goddard, Benjamin, Brookline.
Goddard, Miss Matilda, Boston.
Goddard, Miss Rebecca, Boston.
Goddard, T. P. I., Providence.
Goddard, William, Providence.
Goff, Darius, Pawtucket, R. I.
Goff, Darius L., Pawtucket, R. I.
Goff, Lyman B., Pawtucket, R. I.
Gray, Mrs. Horace, Boston.
Greene, Edward A., Providence.
Greene, S. H., River Point, R. I.
Greenleaf, Mrs. Jas. E., Charlestown.
Griffin, S. B., Springfield.
Grosvenor, William, Providence.
Grover, William O., Boston.
Grover, Mrs. William O., Boston.
Guild, Mrs. S. E., Boston.
Hale, Rev. Edward E., Boston.
Hale, George S., Boston.
Hall, J. R., Boston.
Hall, Miss L. E., Hanover.
Hall, Mrs. L. M., Boston.
Hall, Miss Minna B., Longwood.
Harwood, George S., Boston.
Haskell, Edwin B., Auburndale.
Hayward, Hon. Wm. S., Providence.
Hazard, Rowland, Providence.
Heard, J. T., M.D., Boston.

Hearst, Mrs. Phebe A., San Francisco, Cal.
Hemenway, Mrs. A., Jr., Boston.
Herford, Rev. Brooke, Boston.
Higginson, George, Boston.
Higginson, Henry Lee, Boston.
Hill, Hon. Hamilton A., Boston.
Hill, Herbert E., Boston.
Hill, J. E. R., Boston.
Hill, Mrs. T. J., Providence.
Hilton, William, Boston.
Hodges, Dr. R. M., Boston.
Hodgkins, W., Boston.
Hogg, John, Boston.
Holmes, Mrs. Edward J., Boston.
Hooper, E. W., Boston.
Hoppin, Hon. W. W., Providence.
Hovey, William A., Boston.
Howard, Hon. A. C., Boston.
Howard, Mrs. Chas. W., California.
Howard, Hon. Henry, Providence.
Howe, Mrs. Julia Ward, Boston.
Howe, Mrs. Virginia A., Boston.
Howes, Miss E., Boston.
Howland, Zenas C., Boston.
Houghton, Hon. H. O., Cambridge.
Humphrey, Benjamin, Boston.
Hunnewell, F. W., Boston.
Hunnewell, H. H., Boston.
Inches, H. B., Boston.
Ives, Mrs. Anna A., Providence.
Jackson, Charles C., Boston.
Jackson, Edward, Boston.
Jackson, Mrs. J. B. S., Boston.
Jackson, Patrick T., Boston.
Jackson, Mrs. Sarah, Boston.
James, Mrs. Clitheroe Dean, South Boston.
James, Mrs. Julia B. H., Boston.
Johnson, Samuel, Boston.
Jones, Miss Ellen M., Boston.
Joy, Mrs. Charles H., Boston.
Kasson, Rev. F. H., Boston.
Kellogg, Mrs. Eva D., Boston.
Kendall, C. S., Boston.
Kennard, Martin P., Brookline.
Kent, Mrs. Helena M., Boston.
Kimball, Mrs. David P., Boston.
Kimball, Mrs. M. Day, Boston.
Kinsley, E. W., Boston.
Lamson, Miss C. W., Dedham.
Lang, B. J., Boston.
Lawrence, Abbott, Boston.
Lawrence, Mrs. Amos A., Brookline.
Lawrence, James, Groton.
Lawrence, William, Cambridge.
Lee, Henry, Boston.
Lincoln, L. J. B., Hingham.
Linzee, J. T., Boston.
Linzee, Miss Susan L., Boston.
Lippitt, Hon. Henry, Providence.
Littell, Miss S. G., Brookline.
Little, J. L., Boston.
Littlefield, Hon. A. H., Pawtucket.
Littlefield, D. G., Pawtucket.
Lodge, Mrs. A. C., Boston.
Lodge, Henry C., Boston.
Loring, Mrs. Susie J., Boston.
Loring, Mrs. W. C., Boston.
Lothrop, John, Auburndale.
Lovett, George L., Boston.
Lowell, Abbott Lawrence, Boston.
Lowell, Augustus, Boston.
Lowell, Miss A. C., Boston.
Lowell, Francis C., Boston.
Lowell, Mrs. G. G., Boston.
Lowell, Mrs. John, Boston.
Lowell, Miss Lucy, Boston.
Lyman, Arthur T., Boston.
Lyman, George H., M.D., Boston.
Lyman, J. P., Boston.
Lyman, Theodore, Boston.
McAuslan, John, Providence.
Mack, Thomas, Boston.
Mackay, Mrs. Frances M., Cambridge.
Macullar, Addison, Boston.
Marcy, Fred. L., Providence.
Marston, S. W., Boston.
Mason, Miss E. F., Boston.
Mason, Miss Ida M., Boston.

Mason, I. B., Providence.
Matthews, Miss Alice, Boston.
Matthews, Miss Annie B., Boston.
May, Miss Abby W., Boston.
May, F. W. G., Dorchester.
McCloy, J. A., Providence.
Means, Rev. J. H., D.D., Dorchester.
Merriam, Mrs. Caroline, Boston.
Merriam, Charles, Boston.
Merriam, Mrs. Charles, Boston.
Merriam, Mrs. D., Boston.
Metcalf, Jesse, Providence.
Minot, Francis, M.D., Boston.
Minot, Mrs. G. R., Boston.
Minot, William, Boston.
Mixter, Miss Helen K., Boston.
Mixter, Miss Madelaine C., Boston.
Montgomery, William, Boston.
Morrill, Charles J., Boston.
Morse, S. T., Boston.
Morton, Edwin, Boston.
Motley, Edward, Boston.
Moulton, Miss Maria C., Boston.
Neal, George B., Boston.
Nevins, David, Boston.
Nichols, J. Howard, Boston.
Nichols, R. C., Boston.
Nickerson, Andrew, Boston.
Nickerson, Mrs. A. T., Boston.
Nickerson, George, Jamaica Plain.
Nickerson, Miss Priscilla, Boston.
Nickerson, S. D., Boston.
Norcross, Miss Laura, Boston.
Noyes, Hon. Charles J., Boston.
O'Reilly, John Boyle, Boston.
Osgood, John Felt, Boston.
Osborn, John T., Boston.
Owen, George, Providence.
Paine, Mrs. Julia B., Boston.
Paine, Robert Treat, Boston.
Palfrey, J. C., Boston.
Palmer, John S., Providence.
Parker, Mrs. E. P., Boston.
Parker, E. Francis, Boston.
Parker, Henry G., Boston.
Parker, Richard T., Boston.
Parkinson, Mrs. John, Boston.
Parkman, Francis, Boston.
Parkman, George F., Boston.
Parsons, Thomas, Chelsea.
Payson, S. R., Boston.
Peabody, Rev. A. P., D.D., Cambridge.
Peabody, F. H., Boston.
Peabody, O. W., Milton.
Peabody, S. E., Boston.
Pearson, Miss Abby W., Boston.
Peirce, Rev. Bradford K., D.D., Boston.
Perkins, A. T., Boston.
Perkins, Edward N., Jamaica Plain.
Perkins, Mrs. Richard, Boston.
Peters, Edward D., Boston.
Phillips, Mrs. John C., Boston.
Pickman, W. D., Boston.
Pickman, Mrs. W. D., Boston.
Pierce, Hon. H L., Boston.
Pierson, Mrs. Mary E., Windsor, Conn.
Potter, Isaac M., Providence.
Potter, Mrs. Sarah, Providence.
Pratt, Elliott W., Boston.
Pratt, Mrs. Sarah M., Boston.
Prendergast, J. M., Boston.
Preston, Jonathan, Boston.
Pulsifer, R. M., Boston.
Quincy, George Henry, Boston.
Reardon, Dennis A., Boston.
Rice, Hon. A. H., Boston.
Rice, Fitz James, Providence.
Richardson, Mrs. Jeffrey, Boston.
Richardson, John, Boston.
Richardson, Mrs. M. R., Boston
Robbins, R. E., Boston.
Robeson, W. R., Boston.
Robinson, Henry, Reading.
Rodman, S. W., Boston.
Rodocanachi, J. M., Boston.
Rogers, Miss Clara B., Boston
Rogers, Jacob C., Boston.
Ropes, J. C., Boston.

Ropes, J. S., Jamaica Plain.
Rotch, Miss Anne L., Boston.
Rotch, Mrs. Benjamin S., Boston.
Rotch, Miss Edith, Boston.
Russell, Henry G., Providence.
Russell, Mrs. Henry G., Providence.
Russell, Henry S., Boston.
Russell, Miss Marian, Boston.
Russell, Mrs. Sarah S., Boston.
Saltonstall, Henry, Boston.
Saltonstall, Hon. Leverett, Newton.
Sampson, George, Boston.
Sanborn, Frank B., Concord.
Sayles, F. C., Pawtucket, R. I.
Sayles, W. F., Pawtucket, R. I.
Schlesinger, Barthold, Boston.
Schlesinger, Sebastian B., Boston.
Sears, David, Boston.
Sears, Mrs. David, Boston.
Sears, Mrs. Fred., Jr., Boston.
Sears, F. R., Boston.
Sears, Mrs. K. W., Boston.
Sears, Mrs. P. H., Boston.
Sears, Mrs. S. P., Boston.
Sears, W. T., Boston.
Sharpe, L., Providence.
Shaw, Mrs. G. Howland, Boston.
Shaw, Henry S., Boston.
Shaw, Quincy A., Boston.
Shepard, Mrs. E. A., Providence.
Sherwood, W. H., Boston.
Shimmin, C. F., Boston.
Shippen, Rev. R. R., Washington.
Sigourney, Mrs. Henry, Boston.
Slater, H. N., Jr., Providence.
Snelling, Samuel G., Boston.
Spaulding, J. P., Boston.
Spaulding, M. D., Boston.
Spencer, Henry F., Boston.
Sprague, F. P., Boston.
Sprague, S. S., Providence.
Stanwood, Edward, Brookline.
Stearns, Charles H., Brookline.
Steere, Henry J., Providence.
Stewart, Mrs. C. B., Boston.
Stone, Joseph L., Boston.
Sturgis, Francis S., Boston.
Sturgis, J. H., Boston.
Sturgis, James, Boston.
Sullivan, Richard, Boston.
Swan, Mrs. Robert, Boston.
Sweetser, Mrs. Anne M., Boston.
Taggard, B. W., Boston.
Taggard, Mrs. B. W., Boston.
Talbot, Mrs. Isabella W., North Billerica.
Tappan, Miss M. A., Boston.
Tappan, Mrs. William, Boston.
Temple, Thomas F., Boston.
Thaxter, Joseph B., Hingham.
Thayer, Miss Adele G., Boston.
Thayer, Miss A. G., Andover.
Thayer, Rev. George A., Cincinnati.
Thomas, H. H., Providence.
Thomas, Capt. J. B., Boston.
Thorndike, Mrs. Delia D., Boston.
Thorndike, S. Lothrop, Cambridge.
Thurston, Benj. F., Providence.
Tilden, Mrs. M. Louise, Milton.
Tilton, Mrs. W. S., Boston.
Tingley, S. H., Providence.
Tolman, Joseph C., Hanover.
Torrey, Miss A. D., Boston.
Troup, John E., Providence.
Turner, Miss Abby W., Boston.
Turner, Miss Alice M., Boston.
Turner, Miss Ellen J., Boston.
Turner, Mrs. M. A., Providence.
Underwood, F. H., Boston.
Upton, George B., Boston.
Villard, Mrs. Henry, New York.
Wales, George W., Boston.
Wales, Miss Mary Anne, Boston.
Ward, Rev. Julius H., Boston.
Ware, Mrs. Charles E., Boston.
Ware, Miss M. L., Boston.
Warren, J. G., Providence.
Warren, S. D., Boston.
Warren, Mrs. Wm. W., Boston.
Washburn, Hon. J. D., Worcester
Waterston, Mrs. R. C., Boston.
Weeks, A. G., Boston.

Welch, E. R., Boston.
Weld, Otis E., Boston.
Weld, R. H., Boston.
Weld, Mrs. W. F., Philadelphia.
Weld, W. G., Boston.
Wesson, J. L., Boston.
Wheeler, Nathaniel, Bridgewater, Conn.
Wheelock, Miss Lucy, Boston.
Wheelwright, A. C., Boston.
Wheelwright, John W., Boston.
White, B. C., Boston.
White, C. J., Cambridge.
White, Charles T., Boston.
White, G. A., Boston.
White, Joseph A., Framingham.
Whitford, George W., Providence.
Whiting, Ebenezer, Boston.
Whitman, Mrs. Sarah W., Boston.
Whitney, Edward, Belmont.
Whitney, E., Boston.
Whitney, H. A., Boston.
Whitney, H. M., Boston.
Whitney, Mrs., Boston.
Whitney, Miss, Boston.
Wigglesworth, Miss Ann, Boston.
Wigglesworth, Edward, M.D., Boston.
Wigglesworth, Thomas, Boston.
Wightman, W. B., Providence.
Williams, George W. A., Boston.
Winslow, Mrs. George, Roxbury.
Winsor, J. B., Providence.
Winthrop, Hon. Robert C., Boston.
Winthrop, Mrs. Robert C., Boston.
Winthrop, Mrs. Thomas L., Boston.
Wolcott, J. H., Boston.
Wolcott, Mrs. J. H., Boston.
Woods, Henry, Boston.
Worthington, Roland, Roxbury
Young, Mrs. B. L., Boston.
Young, Charles L., Boston

SYNOPSIS OF THE PROCEEDINGS

OF THE

ANNUAL MEETING OF THE CORPORATION.

South Boston, Oct. 12, 1887.

The annual meeting of the corporation, duly summoned, was held today at the institution, and was called to order by the president, Samuel Eliot, LL. D., at 3 P. M.

The proceedings of the last meeting were read by the secretary, and declared approved.

The trustees presented their report for the year ending Sept. 30, 1887, which was read, accepted, and ordered to be printed with that of the director, and the usual accompanying documents.

The treasurer, Mr. Edward Jackson, read his report, which was accepted, and ordered to be printed.

The corporation then proceeded to ballot for officers for the ensuing year, and the following persons were unanimously elected: —

President — Samuel Eliot, LL. D.
Vice-President — John Cummings.
Treasurer — Edward Jackson.
Secretary — M. Anagnos.

Trustees — Joseph B. Glover, J. Theodore Heard, M. D., Andrew P. Peabody, D. D., Edward N. Perkins, Henry S. Russell, James Sturgis, S. Lothrop Thorndike and George W. Wales.

The following persons were afterwards added to the list of the members of the corporation by a unanimous vote: — Capt. J. B. Thomas, W. Hodgkins, Zenas C. Howland, Herbert E. Hill, B. F. Brown, Mrs. Moses A. Dow, George B. Neal, Miss Mary D. Balfour and W. E. Barrett.

The meeting was then dissolved, and all in attendance proceeded, with the invited guests, to visit the various departments of the school and inspect the premises.

M. ANAGNOS,
Secretary.

REPORT OF THE TRUSTEES.

Perkins Institution and Mass. School for the Blind.
South Boston, Oct. 2, 1887.

To the Members of the Corporation.

Gentlemen and ladies: — We have the honor to present to you, and, through you, to the legislature of the commonwealth, the *fifty-sixth* annual report of the institution under our charge as trustees for the financial year ending Sept. 30, 1887.

Fuller details are appended in the report of the director.

1. The quarterly reports of the director, as well as our own personal observations for the year past, present a record of remarkable success, and some points of exceptional interest.

The number of pupils has been steadily increasing, and the health of the household has maintained its high average. One death occurred Jan. 14, 1887, — that of a female pupil, Florence L. Clarke of Peace Dale, R. I., whose blindness had been caused by an attack of cerebro-spinal meningitis four years before, and who, on this second

attack (January 12), was removed to the Massachusetts General Hospital, where after living two days in a state of stupor she died. A severe accident occurred during the quarter ending April 1, one of the little boys, while playing with his school-mates in the yard, having fallen and fractured a hip bone; and there were two cases of contagious disease among the boys, — one of measles and one of scarlatina in light form. Both the sufferers were sent to the City Hospital and made good recovery; and speedy measures were taken to prevent the spread of the diseases, which proved satisfactory. There have been four other cases of measles in a very slight form. With these few exceptions the household has been unusually free from even ordinary ailments.

The total number of blind persons connected with the institution on the first of October was 200, against 180 in October, 1886. A year ago the pupils numbered 146; since then 39 have been admitted, counting the 15 little children who have formed the nucleus of the kindergarten, and 15 have been discharged, making the number of pupils 170; while the number of teachers, workmen and employés is 30. The number of applicants for admission to the school, at the reopening September 21, was larger than ever before, and enough have been received to fill all the dormitories provided at the parent institution in South Boston.

was never in a more satisfactory condition. We can endorse with confidence the following words contained in the director's quarterly report to this board at the close of the school year: "While it [the school] has constantly grown in the breadth of its curriculum and in the substantial scholarship of its graduates, there has been no abatement of the special attention paid to the physical and æsthetic culture of its pupils, nor of the sweet and gracious spirit of true morality and noble self-denial, which was fostered by its illustrious founder, and which has pervaded its halls."

The able corps of teachers, both in the girls' and the boys' department, in the great variety of branches have done faithful service. The facility of reading both from the line type and the Braille has been rapidly developed in most of the young beginners, and with constant care to clear, intelligent, agreeable enunciation, accent and modulation of the voice. The progress in arithmetic and algebra, including the working out of not too complicated problems upon their slates with types, has been striking. So, too, in geography, with their quick, sure tact in finding places on their raised and their dissecting maps, and their recollection of the distinctive physical features, products, governments of each, the school has more than kept up its high reputation of past years; while in

studies that involve thought and tax the intellect, as well as cultivate the taste, — like history, mental and moral philosophy, literature and science, — the more advanced among them have shown how much may be and is done to place the blind upon an intellectual level with well-educated seeing people. In music, under the faithful, wise and comprehensive oversight of their excellent and long-tried musical director, Mr. Thomas Reeves, himself blind, seconded by an efficient corps of teachers, the standard of attainment has continually risen both in chorus and in solo singing, in pianoforte and organ playing, in the theory of music, and in the tasteful and effective execution of their band of reed and brass instruments, which has given so much pleasure to many audiences.

The new term opens with two changes of teachers in the literary, and one in the musical department. Mr. J. M. Hulbert's engagement for the last two years as principal instructor in the boys' department terminated with the school year, and Mr. Jesse T. Morey has been appointed to succeed him. Miss Harriet D. Burgess, and Miss D. B. Upson (music) declined reëlection and have married. Their places have been filled by Miss Sarah M. Lilley and Miss Bertha E. Reed.

3. Commencement Exercises.

These were held, now for the sixth time, in Tremont Temple, on Tuesday afternoon, June 7,

the president of the corporation, Samuel Eliot, LL. D., presiding. It was an occasion of profound interest, and great was the eagerness to secure seats in the spacious hall, still far from large enough to hold all who craved admission. It was, as it always is, an audience of the highest character; and there were very few who did not sit through the entire programme, seeing and listening with enthusiastic interest. Inspiring addresses were made at the opening by Rev. M. J. Savage; during the kindergarten exercises of the youngest children by Harvey N. Shepard, Esq., who forcibly presented the great need for and the good to be accomplished by a kindergarten for the many sightless children of a tender age; and by the president, whose wise and feeling words to the graduates of the day, in presenting their diplomas, moistened many eyes. There were ten graduates, — the largest number yet in any one year, — viz., Caroline Eastman Adams, Clarence Wilbor Basford, Asa Everett Benson, George William Brown, Frederick Bates Gould, Christopher Albertus Wickes Howland, Elisha Robinson Kenyon, William Beard Perry, William Sterne Smith, Patrick Francis Washington, — all of whom bear testimonials from their teachers and from the educational sub-committee of this board to their good general education, and their qualification to support themselves by teaching or by some light branch of mechanic industry.

The various exercises of the pupils (which were not exceptional efforts made for mere exhibition, but honest, average specimens of their school work) were fully up to the mark of any previous year. There was but one original composition spoken, namely, the valedictory by W. B. Perry, which made an excellent impression. The exercise in geometry by nine members of the class; the lively answers to all sorts of questions in geography (always a strong point in this school) by two of the boys; the wonderful promptness and accuracy in reading by the touch of two of the youngest girls; and the display of graceful, fairy-like gymnastics by the younger girls and boys, and the military marching and handling of muskets by the older boys, — all seemed to surprise and delight the audience as if witnessed for the first time. The musical contributions to the programme contained some matter of a very high order: for instance, the G minor organ fugue of Bach played for the opening by C. H. Prescott; Händel's Hallelujah chorus, very effectively arranged and played by the full band of the institution; and notably, as a sign of musical progress in a right direction, the choral *How brightly shines the Morning Star!* in the four-part setting of Sebastian Bach, which was sung with good balance and perfect distinctness of parts, with the support of half a dozen reed and brass instruments. (Such a thing is not yet heard

in any of our churches.) Then there was a sweet chorus for female voices, *The Mountain Brook*, by Rheinberger; and another for male voices, Mendelssohn's part-song, *Farewell*. Two instrumental solos, having more of concert brilliancy and difficulty than of intrinsic charm, served at least to show the proficient execution of the young performers. These were: for the pianoforte, a fantastical transcription by Liszt of Wagner's march in *Tannhäuser*, played by C. A. W. Howland; and for the clarinet, an air and variations, played with fine tone and fluency by C. W. Basford.

The kindergarten exercises were by ten little girls and boys whose ages ranged from five to eight and a half years, — the first pupils of the new kindergarten at Roxbury. Their whole appearance (after little more than one month in the school), and the clever, happy way in which, before the audience, they modelled in clay each a group or figure of a story agreed upon beforehand, certainly gave signal proof of the educational virtue that resides in Fröbel's method, as well for sightless as for seeing children. And this brings us to the subject of

4. The Kindergarten for the Blind.

The most interesting event of the year has been the completion of the substantial, admirably arranged and beautiful, while very simple build-

ing, which had been so long in process of erection on the grounds purchased for this purpose at Roxbury, now included within the limits of Boston. The dedication, on the 19th of April, was attended by all whom the largest room in the building could contain, and was notable for the presence and the sympathetic interest of a large representation of the best elements in our society. Dr. Samuel Eliot presided and made the opening address, after the singing by the pupils of the choral by Bach already mentioned. Very impressive, characteristic addresses, too, were made by such earnest thinkers and philanthropists as Rev. A. P. Peabody, D. D., Rev. Phillips Brooks, D. D., Rev. Cyrus A. Bartol, D. D., Rev. Brooke Herford, Hon. J. W. Dickinson of the state board of education, and by the Greek consul, Mr. John M. Rodocanachi; and some original verses, full of beauty, were recited by Mrs. Julia Ward Howe. The burthen of all the speeches was the serious, unquestionable claim which such a school, under such auspices, has upon this community, — a claim which rests with especial weight upon those who have the means of giving, those who in so many ways are continually showing that they love to give for the improvement of humanity, as well as many others who can well afford, and for their own good likewise, to indulge in such a pleasure for perhaps the first time. The pressing need of funds to carry on the enterprise, after all the generous

contributions which have bought the land, blasted and removed the rock, and reared the solid edifice, was dwelt upon most cogently by every speaker, above all by President Eliot, who again and again returned to the attack, and made it very clear to every listener, first that a debt of eleven thousand dollars demanded to be paid off at once; and second, that it is an imperative duty not to rest in the good work until the school is guaranteed by a permanent fund of $100,000, of which the income shall be sufficient for its running expenses. The speeches were interspersed with charming musical selections by the pupils of the parent institution, during which it would seem that the pregnant hints were already taking root in the good soil of not a few sympathizing spirits present, for in a very few days the extinction of that eleven thousand dollar debt, by spontaneous contribution, as it were, was announced; and since then two friends have contributed $1,000 each, besides one legacy of $3,000 towards the permanent fund.

After the dedication exercises most of the ladies and gentlemen lingered to walk through the neat and shining school-rooms, corridors, kitchen, pantry, dining-room and dormitories of this first of the intended group of buildings; and all expressed delight with the arrangements, as well as with the charming and obliging welcome of the presiding genius of the place, Miss Greeley, and her chosen assistants. Could they have visited the rooms a

few weeks later they would have been still more delighted by the rapid progress of the ten little pupils with whom the infant school began May 2, and by the many evidences of a genially unfolding, happy life. These children verily have found their home. To visit and to witness that school and that home will furnish the most convincing argument that can be presented in favor of the kindergarten for the blind. The number of pupils in this building will be increased to twenty-five, so soon as the means for their instruction and maintenance shall be secured.

The kindergarten has been incorporated by an act of the legislature as a department of the Perkins Institution.

By a unanimous vote of the board of trustees, a committee of ladies, twelve in number, is to be organized, who, at such times as they may agree upon between themselves, will visit the kindergarten, consult with the matron on its domestic affairs, and extend toward the children such kind notice and advice as they may deem desirable.

5. Post-Graduate Course.

In our last annual report it was intimated that the uppermost, as well as the lowest round, was wanting to our educational ladder, — a post-graduate, as well as the primary, school. Our intermediate school course of seven years suffices for the average pupil, but there are every year one or

more exceptional pupils, superior in talent in at least some one direction, and showing a capacity for higher attainment in this or that important art or study, — notably in music. It is not doing justice to their nature, to their talent, to leave them here, without the means of going farther. They need, and they deserve, "finishing lessons" (in the conventional phrase) under the auspices, examples, personal influence and inspiration of the foremost masters and professors to be had in each department. During the year the experiment has been tried on a very small scale, cautiously and tentatively, and with encouraging result. Two of the graduates of 1886 have taken pianoforte lessons of Prof. Baermann, who speaks highly of their progress; and several have had instruction in vocal music, solo singing, from that artistic tenor singer, and teacher in our school, Mr. George J. Parker. It is desirable to provide such opportunities in other fields. The plan opens a great enlargement of the whole scope of education for the blind. Only so can they become fully educated men and women. It will widen the circle of their activities, raise the standard of their training and increase their usefulness.

These suggestions all lie in the direction of a call which has for a long time gone up from our own graduates, and from those of other and more distant schools throughout the country, for a collegiate education, which shall include the higher

branches of both literature and music, — a call so urgent and so frequent that it cannot remain many more years unheeded without serious discouragement to the whole future of the blind.

The practical point of departure is the appeal, which we now make, to the friends of the blind for the endowment of a few scholarships. Are there not generous men and women in this community, or within reach of this report, who will find pride and pleasure in bringing some gifted and industrious pupil under the influence of fitting teachers through an advanced course of study?

6. The Finances

are in a good condition. We make grateful acknowledgment of the receipt of a legacy of $20,000, left by Mr. Richard Perkins, to be known as the "Richard Perkins Fund," the income of which is to be expended for the purposes of the institution, while the principal is to remain intact. Thanks are also due to Mrs. Perkins for authorizing the executors to pay said legacy before the expiration of the time during which she was entitled to the interest. A legacy of $1,000 has been received from the estate of the late Henry Gassett of Dorchester, and from the executors of the will of Miss Dorothea L. Dix we have also received $100, to be expended for books for needy pupils.

By a unanimous vote of the board a part of the

funds of the institution has been invested in real estate. Besides the purchase of a lot of land and of four houses adjoining the institution property on the south side of Fourth street, two new houses have been built in that street, near the workshop for adults.

The treasurer's exhibit may be summarized as follows: —

Cash on hand, Oct. 1, 1886	$36,327 45
Total receipts from all sources during the year, (including collections of payable notes) .	150,009 89
	$186,337 34
Total expenditures and investments . . .	183,308 87
Balance	$3,028 47

7. Printing for the Blind.

There has been no relaxation of the vigor with which the work of embossing books for the use of the blind, not only here, but in all parts of the Union, has been carried on for so many years at our press in South Boston. The shelves in our library are rapidly filling with works of great merit. The blind can no longer complain of want of printed matter to read with the tips of their fingers.

Besides the literary publications there were several works of music printed in the Braille system during the past year. Among these was a collection of Bach's chorals, selected and furnished

with English words, as near as possible to the spirit and peculiar rhythm of the old German hymns, by J. S. Dwight. The purpose of the work is thus explained in the introduction: —

Feeling that it would be an essential aid, both to the musical culture and to the social and religious satisfaction of the pupils of our institution, for the musical ones among them to be able to sing together, or to play with their band instruments, some of the fine old German chorals in the perfect setting of Sebastian Bach, I have made this beginning of a selection for the purpose, printed in the raised type read by fingers.

Here are sixteen hymns and chorals, each preceded by the music in four parts, in the Braille type. The number, it is hoped, will be increased from time to time, and they may hereafter find their way also into choirs of seeing people, where something better than the common psalm-tune is certainly much needed. . . .

These chorals, so different in their spirit and expression from our New England psalmody, — the tunes themselves, as well as the equally inspired polyphonic setting which ensures them against ever growing hackneyed, — have hitherto been unavailable for our American choirs, partly through the intrinsic difficulty of the music (which, however, a little training and familiarity will be pretty sure to overcome), and partly through the peculiar metres of the Lutheran hymns, of which but few are found in our hymn books. The chief work, therefore, of the editor has been to prepare English hymns, both rhythmically and otherwise suitable for singing, each with its own native tune or choral, so to speak. These are partly translated (sometimes very freely) from the German hymns, — only a few stanzas from the very long ones, — partly freely imitated, and in many cases wholly original in diction, though the sentiments, the images, etc., are of necessity

quite common property. Especial care has been taken to exclude all puzzling, irritating stumbling-blocks of narrowing and heart-hardening dogma, with which the old hymns of the Reformation, as well as of the older church, are full, accepted with a child-like reliance upon mere authority in Luther's day, so that the hymns sung to such pure music — music unsectarian, undogmatic in its very origin and essence — may breathe those sweet, deep, heavenward aspirations, prayers and thanks in which *all* reverent and loving spirits can unite.

Apart from social and religious uses, it is hoped, too, that the frequent practice, both with voices and with instruments, of these wonderful specimens of four-part harmony, in which Bach makes the several voices move on each with an individual and independent melody, and yet all interwoven into perfect unity, will help to lay a solid foundation for the true development of what musical gifts and susceptibilities may exist among the pupils of the school, to whose good this little effort is humbly dedicated by their friend,

J. S. D.

Boston, March 1, 1887.

We have now in press the *Book of Common Prayer*, printed at the expense of Mrs. Sarah E. Lawrence in memory of her husband, a benefactor of the institution, the late Amos A. Lawrence. In addition to the cost of printing the *Book of Common Prayer* and a volume of poetry or fiction, in all amounting to $1,000, Mrs. Lawrence has given another thousand dollars, to be invested, and its annual income to be used from time to time for keeping in store a sufficient supply of copies of the *Book of Common Prayer*, or for printing a new edition of the same whenever it may be needed.

8. Workshop for Adults.

The business of this department has been carried on with the usual degree of success. The financial status has been somewhat improved, but it is still far from being entirely satisfactory.

An increase of the amount of work is imperatively needed, so that we may be able to employ a number of blind persons who are very desirous of earning their living through their own exertions and becoming self-supporting. We appeal to the public to patronize our workshop, with the assurance that all our customers will be promptly, honestly and faithfully served.

9. Death of Members of the Corporation.

The corporation has lost by death during the last year an unusual number of members.

One of the board of trustees, Samuel M. Quincy, by his removal leaves a vacancy to be filled today. He brought to his work for this institution the same single-hearted purpose of faithful service which had marked his career as a patriot and a citizen. His colleagues could but echo the verdict of a bereaved community in expressing to his family and near kindred their high appreciation of his ability and worth, and their sorrow for the close of a life so precious to so many.

We have lost also two of our principal benefactors, Zenas M. Crane and Henry B. Rogers,

both of whom had made large contributions to the kindergarten fund as well as to the parent institution.

Mr. Crane first became known to the board by his munificent gifts; but we have seen reason to believe that they were typical of his life and character. He was one of those who value the gains of honest enterprise and persevering industry chiefly as a treasury for beneficent uses, and who prize wealth as a means of diffusing happiness and well-being.

Henry B. Rogers in a late old age closed a lifelong, unintermitted and largely diversified ministry of beneficence and philanthropy. With all his other gifts he gave himself, to his country in assiduous offices of humanity to sick and wounded soldiers, to various seminaries of learning in wise counsel and watchful care, to charitable institutions in vigilant supervision and in sympathy with their managers and their beneficiaries. Endowed with the five talents, which he made ten, he knew equally how to expend them in large benefactions, and to coin them into mites and farthings of daily and constant kindness.

The following resolutions commemorative of these gentlemen were passed by the trustees: —

Resolved, that we, the trustees of the Perkins Institution and Massachusetts School for the Blind, heard with heartfelt sorrow of the death of two distinguished friends and constant benefactors of the establishment, Mr. Zenas Marshall Crane

of Dalton, and Mr. Henry Bromfield Rogers of Boston. Animated by a spirit of broad philanthropy and prompted by a noble desire to come to the assistance of afflicted humanity and mitigate its sufferings, they both took deep interest in the enterprise of educating the blind and contributed most liberally to its success. While Mr. Rogers' first unsolicited subscription was the corner-stone of that grand column of intellectual and moral light to the blind of New England, — the printing fund, — that of Mr. Crane was its capital. Their benefactions covered a wide field, and their memory will ever live in the hearts of all sightless persons and their helpers.

Resolved, that we cordially recognize the faithful services of these men to the cause of benevolence, and place on record our just appreciation of their noble deeds and personal worth.

Resolved, that the hearty sympathy of the board be tendered to the respective families of the deceased.

We have also to report the death of the following members of the corporation, — Sarah Aldrich, Theophilus P. Chandler, Sarah S. Fay, a most benevolent lady and constant contributor to the funds of the institution, Richard C. Greenleaf, well-known for the liberal and generous use of his wealth, as well as for the graces and virtues that leave a fragrant memory, William Perkins, universally revered and beloved, Alpheus Hardy, who has been intimately associated with more enterprises of philanthropy than we can easily number, and who has left a name honored for the highest type of Christian excellence no less than for active usefulness, Charles E. Ware, whose wisdom and worth would have been recognized in a much wider circle but for the modesty which he in-

herited with them, and Marshall P. Wilder, who entered with a philanthropic spirit into the various associations in which for many years he bore a leading part.

Since our report was written we have lost another member of the corporation, Thomas B. Wales, for seventeen years (from 1846 to 1862) treasurer of this institution, — a man of pure life and a kind heart, a lover of all that was good in the past, yet glad to render his sympathy and aid to enterprises like our own which give assurance of future and enduring usefulness.

All which is respectfully submitted by

FREDERICK L. AMES,
FRANCIS BROOKS,
JOHN S. DWIGHT,
JOSEPH B. GLOVER,
J. THEODORE HEARD,
ANDREW P. PEABODY,
EDWARD N. PERKINS,
HENRY S. RUSSELL,
JAMES STURGIS,
THOMAS F. TEMPLE,
S. LOTHROP THORNDIKE,
GEORGE W. WALES,

Trustees.

THE REPORT OF THE DIRECTOR.

"The spacious panorama of a year
But multiplies the image of a day, —
A belt of mirrors round a taper's flame;
And universal nature, through the vast
And crowded whole, an infinite paroquet,
Repeats one note."

EMERSON.

TO THE BOARD OF TRUSTEES.

Gentlemen: — Time has closed the gates of another period in the history of the institution, and while standing at the entrance of a new one it is meet that we should take a retrospective view, examining carefully the record of the past and counting up our achievements and our failures. It is also fitting that we should now form suitable plans, purposes and resolutions for the year to come.

Nothing which requires special mention in this report has occurred in the operations of the establishment during the past twelve months.

The school has gone on usefully and prosperously in its career, and everything pertaining to the departments of government and instruction,

of physical and moral culture, of music and of manual training, has been conducted with uniform harmony and with satisfactory results.

The character of the work performed in the institution has been varied, helpful, discriminating, — as blissful in its effects as rain falling upon the parched earth. Its chief object has been to give to the scholars that which would enable them to participate in the activities of the world and take care of themselves, thereby raising them from a state of dependence upon others to a condition of manly and womanly self-respect and self-reliance.

The establishment has steadily and successfully pursued the ends for which the benevolence of its founders and the generosity of its patrons called it into existence.

The aim of the course of instruction and training pursued in the various departments of the school has been not only to develop and discipline the powers of both body and mind, to cultivate the taste and refine the sentiments, but also to strengthen all moral and spiritual tendencies, and give robustness to character and backbone to purpose.

The teachers have been generally devoted to their vocation and faithful in the discharge of their respective duties.

The pupils have made commendable improvement in their studies and other pursuits.

The graduates are all doing well, and no one has brought reproach on himself or on the *alma mater* that commissioned and sent him forth.

Far be it from us to claim perfection in what has been done at the school, but any fair-minded person who examines the matter will find much to commend in all departments and rare excellence in some of them.

Number of Members of the Institution.

"This forwardness
Makes our hopes fair. Command our present numbers
Be mustered; bid the captains look to 't."

Shakespeare.

At the beginning of the past year the total number of blind persons connected with the institution in its various departments as pupils, teachers, employés and work men and women was 180. Since then 39 have been admitted and 19 have been discharged, making the present total number 200.

Of these, 167 are in the school proper, 15 in the kindergarten at Roxbury, and 18 in the workshop for adults.

The first class includes 155 boys and girls enrolled as pupils, 10 teachers and other officers, and two domestics. Of the pupils there are now 146 in attendance, 9 being temporarily absent on account of ill-health or from other causes.

The second class comprises 15 little boys and girls under ten years of age, and the third, 18 men and women employed in the industrial department for adults.

Health of the Household.

"Nor love, nor honor, wealth nor power,
Can give the heart a cheerful hour,
When health is lost. Be timely wise;
With health all taste of pleasure flies."

Gay.

During the past twelve months the hygienic condition of the institution has been very good, fully equalling that of any former year.

In the main building there have been five cases of measles and one of scarlatina. They were all of a very light form, and none attended with serious results. There has been a severe accident, one of the little boys having fallen and broken a hip bone while playing on the grounds.

In the cottages for girls no instances of illness of a contagious or painful nature have occurred. Nevertheless we have been called upon to mourn the sudden death of a very amiable and much-prized pupil, that of Florence L. Clarke of Peace Dale, R. I., who died on the 14th of January last in the Massachusetts General Hospital. She was smitten down at a single stroke by the heavy arm of the same terrific disease — cerebro-spinal meningitis — which attacked her for the first time

about four years ago, and caused her blindness. She sank —

> "In the deep stillness of that dreamless state
> Of sleep, that knows no waking joys again."

She was a beneficiary of Rhode Island, and, although not very long a member of our school, had given promise of attaining to success in the future.

Scheme of the Education of the Blind.

> "As the morning steals upon the night,
> Melting the darkness, so their rising senses
> Begin to chase the ignorant fumes that mantle
> Their clearer reason."
>
> Shakespeare.

The occlusion of the visual sense is not a mere bodily deprivation — it is more than that. It affects the whole being. While on the one hand it undermines the soundness and vitality of the physical organization, it acts on the other as a distributing force in the order of the development of the various intellectual and moral faculties which go to form character.

In order to remedy or to lessen the effects of this affliction as far as possible, and to ameliorate the condition of its victims up to what, in their case, may be considered as a normal standard, a complete scheme of education — constituting a sort of physical, intellectual and moral gymnasium, preparatory to the great struggle in the

arena of life — is indispensable. The principal objects of such a system may be summarized as follows: —

First. To develop and strengthen the bodily powers of the pupils by regular and constant exercise adapted to the requirements of their case, and to render them healthy and vigorous.

Secondly. To cultivate and discipline their minds, and to put them in full possession of all their faculties as tools for doing life's work.

Thirdly. To ennoble their hearts and harmonize the contending impulses of their nature.

Fourthly. To refine the taste and regulate the imagination, so as to render both subservient to purity of purpose and energy of action.

Fifthly. To train them up in industrial habits, to increase their manual dexterity and the keenness of their remaining senses, and to nurture all their capacities and aptitudes.

These objects constitute the sum and substance of our system of education, and a review of the work performed in the various departments of the institution during the past year will show that due attention has been bestowed upon each and all of them, and that satisfactory results have been obtained.

Department of Physical Culture.

"Φυήν γε μὲν οὐ κακός ἐστιν,
Μηρούς τε κνήμας τε καὶ ἄμφω χεῖρας ὕπερθεν,
Αὐχένα τε στιβαρόν, μέγα τε σθένος· οὐδέ τι ἥβης
Δεύεται, ἀλλὰ κακοῖσι συνέρρηκται πολέεσσιν."

Homer.

Physical culture is of inestimable value to mankind. It is the promoter of health and the producer of strength. It is the builder of the pedestal on which alone the shaft of the column of education can stand firm and its capital ascend to the sky. Passow characterizes it as an inappreciable gift made to humanity. According to Baillot it is the means through which we can obtain a soul of fire in a frame of iron. Broussais calls it the art which purposes not only to train the body but to influence the mind by acting on the physique; while Amoros, its first propagator in France, defines it as the rational science of all our movements and of their relations to our senses, our intelligence, our sentiments, our manners and the development of our faculties.

That physical culture should constitute a most important phase in a complete system of education and form its groundwork a few words will suffice to show.

Nature has imprescriptible rights which she never allows to be violated with impunity.

Body and spirit are indivisible, — both are essential parts of man. The former was given to

the latter as a necessary instrument without which it cannot act. They are two halves of the same being, and their harmonious development is conducive to human perfection. For the term of their earthly pilgrimage they are more inseparable and more interdependent than the horse and its rider. A person could no more attain mental supremacy at the expense of his physique than a centaur could have promoted his higher interests by neglecting the equine part of his constitution. "I have sinned against my brother, the ass," said St. Francis when the abuse of his material frame had brought on a mortal disease.

It is impossible for the intellectual faculties to attain to their full power unless they draw from a well formed and sound body the vitality and vigor requisite for their manifestations. Hence we must improve, strengthen, enrich and harmonize the powers of the physical organism before we can reasonably expect to see aptitude, energy, talent and learning grow on the tree of life.

A *sine qua non* condition of the welfare and efficiency of a human being is that a strict equilibrium shall be maintained in the development of the two sides of his nature. Plato declares that alone to be "a good education which gives to the body and the soul all the perfection and beauty of which they are susceptible." Kant expresses the same idea slightly modified; and Montaigne tells us that we are concerned with the whole nature of

man collectively, and not with either of its constituent parts separately, —

"Ce n'est pas une âme, ce n'est pas un corps qu'on dress, — c'est un homme."

Of all the nations of antiquity the Greeks were the first to conceive the idea of perfect unity in dualism and to reason it out to its fullest extent. They recognized the truth, that physical soundness is the basis of mental and moral excellence. They saw in a person's gait a key to his character, and strove to realize "that beautiful symmetry of shape which for us exists only in the ideal, or in the forms of divinity, which they sculptured from figures of such perfect proportions." Early in the history of their civilization we find that they bestowed great care upon the culture of the physical organism, for they knew that if the soil were not well tilled, ploughed and regenerated by fertilizers it could not produce the golden ear and the luxuriant sheaf.

Both Homer and Pindar manifested great enthusiasm in singing the praises of bodily strength and skill. The sons of king Alkinoüs and the valiant youths of Phæacia were most anxious to show to Odysseus how they could excel in public games. The laws of Lycurgus provided free training-schools for the thorough physical education of both sexes. The ablest statesmen of Athens and Thebes, of Corinth and of almost every Greek

city, emulated the example of the Spartan legislator by founding palæstræ, gymnasia and race-courses, and in devising measures for popularizing them. Plato declared that "there is no symmetry greater than that of the body to the soul," and his academia and Aristotle's lyceum were both gymnastic institutions. Four different localities were consecrated to the "Panhellenic games," at which the athletes of all the Hellenic tribes met for trials of strength at intervals varying from six months to four years. The disgrace of being defeated in the presence of an assembled nation was as bitter as the honor of being crowned was great.

> "The racer in th' Olympic game
> Before his friends was put to shame,
> If, in the contest, it were seen
> He'd fail to win the crown of green,
> From pine leaves or from laurel wove,
> For which the Grecian athlete strove."

Besides the drill-grounds and the public gymnasia, — of which every town had one or two, and where the complete apparatus for all possible sports was often combined with free baths and lecture halls, — the larger cities had associations for the promotion of special favorite exercises. Wrestling, javelin-throwing, running, leaping, pitching the quoit, riding, driving, climbing ropes, shooting the arrow, were all practised by amateur clubs, each one devoted to its special form of games. The dominant passion with the Greeks was a love

of beauty and harmony to which they joined a joyous sense of well-being. Animated and stimulated by these feelings they reached the goal of an ideal, which is, as Moüy says in the preface of his *Lettres Atheniennes*, the "culminating point attained by humanity. It is the primary and necessary conception; it is the light which should enlighten every man coming into this world." Lecky observes, that "harmonious sustained manhood without disproportion, or anomaly, or eccentricity — that godlike type in which the same divine energy seems to thrill with equal force through every faculty of mind and body, the majesty of a single power never deranging the balance or impairing the symmetry of the whole — was probably more keenly appreciated and more frequently exhibited in ancient Hellas than elsewhere."

It was under the inspiring sky of that country, and in the midst of living models formed by the games of the palaestra and the exercises of the gymnasium and the stadium, that the art of sculpture, full of the divine thought, begot the Apollo of Belvedere.

The Greek idea, that body and mind work together and that it cannot be well with the one if it be ill with the other, might seem an axiom whose self-evidence could be questioned only in a fit of insane infatuation. Yet for ages the truth was lost sight of, and indeed was supplanted by the antagonistic error, namely, that if we would

cultivate and develop the soul we must oppress and dishonor the tabernacle in which it dwells. To consider the dilapidation of the casket as indispensable to the increase of the brilliancy of the gem is an unnatural paradox, to say the least.

As a consequence of this strange logic the body was disparaged, vilified, cursed, macerated and mutilated by a set of theologians, scholastic and mystical, who had wedded a religion divorced from science. These monomaniacs held doctrines, which, cast in the mould of profound ignorance and fanatical idolatry, were appalling in many respects, leading to an age of mournful darkness. Their disciples were dogmatically assured that all earthly concernments were vain, that "bodily exercise profited but little," and that their natural instincts and affections must be mortified in order to qualify their souls for the new Jerusalem. The joys of nature were to be shunned as man-traps of the arch-fiend. The health code of the Mosaic dispensation — whereby the Hebrew people were no less invigorated both physically and morally than they were refreshed by the sparkling water that sprang from the rock — was repealed as unessential and indeed superfluous in a community of miracle-mongers. The Olympic games were suppressed by an imperial decree. Manly exercises, the festivals of the seasons, mirthful pastimes and health-giving sports were discouraged as unworthy of a holy person. Celibacy, voluntary poverty and

willing subjection were the three subjects which Giotto chose for his paintings over the high altar of Assisi as being the three distinctive characteristics of a saint. The sons of the thaumaturgic church were taught that our desires and dispositions are wholly evil, and that the study of worldly sciences is vain and foolish, and solicitude for the welfare of the material frame a proof of an unregenerated heart.

When such views as these were held by all classes of society we cannot wonder that, as Lecky says, "a hideous, sordid and emaciated maniac, without knowledge, without patriotism, without natural affection, passing his life in a long routine of useless and atrocious self-torture, and quailing before the ghastly phantoms of his delirious brain, became the ideal of the nations which had known the writings of Plato and Cicero and the lives of Socrates and Cato."

The crusade against the body, which consisted in wreaking all sorts of cruelties and degradations on the wondrous physical constitution to the end of freeing the spirit from the pressure of its material fetters, reached later on a painful degree of madness, of which the case of archbishop Becket gives a most disgusting illustration.

When the corpse of this prelate was stripped, the whole body down to the knees was found to be incased in haircloth. This cover was so fastened together as to admit of being readily taken off for his daily scourgings, of which the portion

inflicted on the day previous to his death was still apparent in the stripes on his skin. These marvellous proofs of austerity were increased by the sight of the innumerable vermin with which the haircloth abounded — boiling over with them, as Dean Stanley describes it, like water in a simmering caldron.

Even so large a mind as that of Shakespeare was tainted with the morbid feeling prevalent in his time, and he makes some of his characters speak of the body as a vile prison and a grave. He says, —

> "Look how the floor of heaven
> Is thick inlaid with patines of bright gold;
> There 's not the smallest orb which thou beholdest
> But in his motion like an angel sings,
> Still quiring to the young-eyed cherubims:
> Such harmony is in immortal souls;
> But whilst this muddy vesture of decay
> Doth grossly close us in, we cannot hear it."

It is passing strange that the compilers of the English liturgy, influenced by dualistic and monastic notions, included in their work no eulogium of the body, no prayer for its health, no thanksgiving for its functional regularity. On the other hand, the Jews seem to have escaped this pernicious epidemic of denunciation of the material frame, for in their daily acknowledgments they bless the Lord "who hath formed man in wisdom, and created in him pipes, tubes, veins and arteries."

The atrocious war, which was persistently waged for so many centuries against the human body and its proper treatment, was most disastrous in its physical, intellectual and moral results. It destroyed the roots of ancient beauty and symmetry, and produced a series of corporeal deformities, distortions, disfigurements, weaknesses and imperfections in both shape and development, which, transmitted from generation to generation, are still conspicuous in the great masses of people. It unmanned the Aryan nations and doomed them to a hopeless degeneracy and retrogression, crushed the expansion of their faculties, arrested the flow and impulse of their nature, brought about a sickly effeminacy and mental lethargy, obscured the light of science at the noontide hour of its existence by a total eclipse of common sense and reason, paralyzed all industrial progress, and, by cutting the nerves and sinews of husbandry, changed so many Elysian fields into dreary deserts.

"A heavier gloom
Ne'er covered earth. In low'ring clouds the stars
Were muffled deep, and not one ray below."

Happily in the midst of this lurid darkness the all-cheering sun of rationalism, rising on the wings of the resuscitation of the classic writings and of the Moorish influence, began to draw the shady curtain from Aurora's bed, and at the approach of the harbinger of day the clouds of

superstition were checkered with streaks of light and the "ghosts that were wandering here and there trooped home to the churchyards." A reaction in favor of the Greek point of view with regard to the relations of body and mind set in, and the "grey-eyed morning" of a new era smiled on the frowning night. The chiefs of the Reformation, Luther, Melanchthon and Zwingli, urged the revival of gymnastics as a part of the education of all classes of youth. Voltaire planted his destructive artillery of sarcasm and invective against the towers of mediæval demonism and miracle-worship, hideous persecution and ghastly asceticism, and battered them fearfully. Rousseau, the great apostle of freedom, hurled the thunders of his fiery eloquence against the strongholds of mental despotism and traditional authority with terrible effect, and on their ruins he laid the corner-stone of a new educational empire. The throne of the ruling power of this realm was physical culture, while development according to the laws of nature was its shield, spontaneous activity its sceptre, and reason its crown. Rousseau's *Émile* was the great event of the last century prior to the French revolution. Its boldness of thought and language startled the whole world. While reading it, Kant, the sage of Koenisberg, was so fascinated that, for the first time, he forgot the walk which he had been in the habit of taking at a certain hour every day of his

life. This wonderful work, blending as it did all that is so real and practical and homely in Locke's writings — wherefrom the best of its precepts were borrowed — with all the power and richness and beauty of the ideal, shook the schoolhouses to their foundations, and fanned the sparks of reform into a blaze which sent its light and warmth beyond the boundaries of France, — to Germany, Switzerland, Denmark, even to distant Sweden. Basedow and Camps, Salzmann and Guts Muths, Pestalozzi and Fellenberg, Clias and Amoros, Lind and Nachtigall, all were influenced by the ideas of the master spirit of the age, and sought to give form and wise direction to his speculations. They accorded due prominence to bodily exercise and became its earnest advocates. Through their labors gymnastics ceased to be the stock in trade of clowns and acrobats and assumed their wonted dignity and importance. The increase of the number of their friends and promoters was as rapid as the growth of popular faith in their beneficence was astonishing. Converts constantly joined the ranks of their partisans, and thanks to an ardent propaganda they reconquered the place which they had occupied in antiquity.

The first suggestions in regard to making physical culture an important branch of public education we owe to the Germans; but perhaps the most accurate views of its objects and util-

ity are to be found in Pestalozzi. In his work *How Gertrude teaches her Children*, he traces the necessity of its introduction, the foundation upon which it should rest, and the manner in which it should be applied.

These principles very soon developed themselves in Germany, and Prof. Jahn of Berlin and his pupils, during the war of independence, gave them a sudden and important celebrity. To the enthusiasm and skill of these young men, who formed the vanguard of Blücher's army, much of the fervent spirit of national resistance to the domination of the French is undoubtedly to be ascribed. The favor with which gymnastics were then regarded was universal. Kings and people vied with each other in extolling their worth and importance. But in the troublous times that followed the triumphs of the battle-field they fell into disrepute, at least with the governments of Germany. Not only were the promises recalled which had been proclaimed in an hour of need, but the gymnasia throughout that country, with the exception of those of Würtemberg, were closed in 1819. Jahn and his disciples, the turners, were denounced as liberals and enemies to the state. The former was thrown into prison and kept there until 1825.

Gymnastics, expatriated from Germany in some degree, were well received in France, and there formed an integral part of education. An attempt

made by Prof. Völker, a pupil of Jahn, to transplant them into England was not crowned with equal success. In the meantime all official opposition to them ceased in Germany, and they were finally introduced into the public schools from the lowest to the highest grades in 1842, when turners' societies, into whose organization the quickening genius of Jahn breathed the spirit of life and growth, were flourishing all over the country. Soon after this physical culture won its way to recognition on both hemispheres as an indispensable part of sound education and as a preserver of health and restorer of strength, and it has spread very rapidly. During the past twenty-five years due homage has been paid to it in Europe and America, and the magnificent temples and humble tabernacles, which are expressly built in various institutions of learning and in other places for its worship, multiply year by year.

The restoration of gymnastics is one of the most auspicious signs of the times, and the rich results already obtained by their practice are full of meaning and promise for the future. They indicate that the revival of the Greek idea, — that body and mind are two well-fitting halves of a perfect whole and that each of them has its distinct and urgent claims to nurture and development, — aided by the exact methods of modern science and guided not by the lamp of observation alone but also by the light of physiological knowledge, will

eradicate the seeds and blot out the remaining marks of mediæval barbarism, and equip the members of the human family for the exigencies of the campaign of life and the demands of civilization.

I have given the history of gymnastics at considerably greater length than would ordinarily be admissible in the limits of an annual report for the sole purpose of placing before the blind a striking illustration both of the inestimable benefits derived from physical culture and of the untold woes and miseries resulting from its neglect, and also for the sake of showing to them its supreme value and importance in their own case.

There is no other class of children and youth who are in such great need of bodily exercise as they are. For reasons relating partly to the cause which destroyed their visual sense, but mainly to the limitations and restrictions resulting from its loss, they are weak in organization, inferior in physique, wanting in vital force, and liable to the incursions of disease. In other words, —

> "Their body 's of so frail a kind,
> As force without, fevers within can kill."

Pale faces, narrow chests, "shoulders folded round to the front," heads stooping forward from the base of the column of the neck, spinal curvatures and spindling legs abound in them. No roses bloom upon their cheeks, nor can vermilion be seen on their lips; but haggard sadness, "lean-

looking, sallow care," and pining sluggishness, — a "rueful train," — dwell on their brows. At the very best, theirs is a listless company. True, a few boisterous youths among them leave nothing to be desired in point of noise; but the rush and exuberance of spirits natural to seeing persons are noticeable chiefly by their absence in the sightless. The following lines of Churchill seem as if they were written with special reference to their case.

> "Awkward, embarrass'd, stiff, without the skill
> Of moving gracefully, or standing still,
> One leg, as if suspicious of his brother,
> Desirous seems to run away from t'other."

These imperfections, flaws, weaknesses and bad habits of the material organism are not mere negative disadvantages, marring the external appearance solely, but positive hindrances to intellectual, moral and æsthetic culture. Hence we must remove or rectify them as far as possible, and render our pupils first and above all "fine animals," healthy and vigorous, — strong of limb, straight of carriage and ruddy of hue, — before we can reasonably expect to make them thorough scholars, accomplished musicians, successful tuners of pianofortes, skilful mechanics, nay, before we can make them men and women fitted for life and able to perform its ordinary duties. Only where there is a good and well-husbanded soil is it possible for the fragrant flowers and the luscious fruits to grow.

In view of these facts, and in compliance with the principles which lie at the foundation of our scheme of education, the care and attention bestowed on the department of physical training in our school have been, during the past year, as steady and as unremitting as ever. No efforts have been spared in carrying out and improving a series of intelligent, progressive, and, to some extent, scientific gymnastics.

These exercises, supplemented by play and games in the open air, are calculated to modify the growth and distribute the resources of the body so that each particular part shall have its legitimate share, to nip in the bud all germs of disease, to increase the action of the circulatory organs — thereby promoting the elimination of effete matter and quickening all vital processes till languor and inertia disappear like rust from a busy plowshare, — to develop robust constitutions and fortify those that are feeble, and above all to secure that supreme earthly gift, health. This alone can enable the blind to pursue their callings and do their work with the greatest amount of comfort to themselves and usefulness to others, and without it everything else in this world is chimerical and deceptive.

It is with a sense of profound gratitude that I make the statement, that, by a strict adherence to the potent instrumentality of regular bodily exercise, our scholars have made enormous gains in strength, general appearance, morals and manners;

and, although their physique has not been so completely reformed and finely shaped as to justify us in applying to them Homer's lines that serve as the text of this sketch, and saying, —

"What nervous arms they boast, how firm their tread,
Their limbs how turned, how broad their shoulders spread;"

yet we can affirm, that not only their material frames have been freed from many ills and blemishes and nurtured to healthier and fuller growth, but that favorable conditions for the attainment of intellectual and moral development have been made possible.

Thus the fire of physical culture, lighted in our gymnasium, has kindled a large amount of common sense and well-being throughout the school, and has produced most satisfactory results.

For these, as well as for the belief in the beneficence of gymnastic exercises which has taken root in this institution, the blind of New England and their helpers are as much indebted to the faithful devotion, calm enthusiasm and assiduous labors ot both Col. John H. Wright and Miss Della Bennett, as were the Germans to the patriotic sentiments and organizing genius of Jahn, who united them in one nation and enabled them to endure unflinchingly the hardships of the war and drive the enemy out of their fatherland.

Literary Department.

"Doctrina sed vim promoved insitam.
Rectique cultus pectora roborant:
Utcunque defecere mores,
Indecorant bene nata culpae."

So wrote Horace a little more than nineteen centuries ago, and his words have stood the test of years and human experience, and are as weighty at the present time as they were during the empire of Augustus. They embody the sum and substance of education, are full of meaning and wisdom, and have been beautifully interpreted in the following lines: —

"Yet sage instructions to refine the soul,
And raise the genius, wondrous aid impart,
Conveying inward, as they purely roll,
Strength to the mind and vigor to the heart:
When morals fail, the stains of vice disgrace
The fairest honors of the noblest race."

Development and discipline of the mind, combined with culture of the heart, have been the aim and end of the course of instruction and training pursued in our school.

In reviewing the work of this department, it gives me sincere pleasure to note the progress that has been made during the past year, and to report the usual degree of success.

The advancement of the pupils in their respective studies has been rapid and satisfactory.

The teachers have been faithful in the discharge of their duties and eager to adopt or devise the best means and most approved methods for imparting instruction. A reasonable degree of freedom has been accorded to them in all their plans and arrangements; and while they have been required to adhere closely to the fundamental principles upon which our scheme of education is based, and to travel in the same general direction and by lines nearly parallel, they have been permitted to use their own judgment in all details. Those among them who are gifted with inventive talent of any kind, have been allowed to exercise it without any restraint whatever.

During the past year, as in the previous ones, we have striven to raise the tone of thought and study in our school and to inspire the pupils with an enthusiastic desire for a wider culture, a choicer selection of books and a more serious purpose in reading. In all this intellectual work we have been laying the foundations for clearer thinking, for broader mental development and for genuine character building.

At the close of the last school term the engagement of Mr. Jay M. Hulbert, principal teacher in the boys' department, was not renewed. Mr. Hulbert had served the institution for two consecutive years conscientiously and to the best of his ability. Mr. Jesse T. Morey of Ballston, N. Y., was appointed to fill the vacancy. He is a young man of

good parts and devoted to his chosen profession. Moreover he is familiar with all the special features of our work, having filled a similar position in a sister institution in his native state.

We have also lost the services of one of the ablest and most efficient teachers in the girls' department, Miss Harriet D. Burgess, who declined a reëlection last July for the purpose of entering upon the duties of a home of her own. She has since been married, and we have no doubt that the young schoolmaster who was fortunate enough to become her husband, cheered as he will be in his work by the companionship of such a charming consort, and one so full of sunshine and the tenderness of wifely love, will find life worth living and teaching not a drudgery but a pleasant occupation. Miss Sarah M. Lilley of Norwood, a graduate of the state normal school at Bridgewater, and a young lady of modest demeanor and earnest purpose, has been appointed to the place of Miss Burgess.

Music Department.

"Music! Oh, how faint, how weak,
Language fades before thy spell!
Why should feeling ever speak,
When thou canst breathe her soul so well?"

Moore.

Music has continued to hold its position as one of the strongest features in the scheme of education of this institution, and the work of the department

devoted to its cultivation has been characterized by steady progress.

The number of pupils who received musical instruction during the past year was one hundred and three. Of these, eighty-eight studied the pianoforte; thirteen, the cabinet and pipe organs; five, the violin; eight, the clarinet; one, the flute; twenty-three, brass instruments; nine, the history of music; thirty-seven (divided into five separate classes) studied harmony; two, counterpoint; eighty-three practised singing in classes, of which we have five, and twenty received private lessons in vocal training.

Of the eighty-eight pupils who began to take pianoforte lessons, twelve discontinued them — after a fair trial and careful examination, — for want of the necessary talent. Of the remaining seventy-six, a few will learn to play the piano either as an accomplishment merely or for their own amusement, and more will become familiar with the use of the key-board and the accord of sounds for the sole purpose of obtaining such elementary knowledge in this direction as is requisite for the acquirement of the art of tuning. But by far the larger part of these students will qualify themselves as teachers, while a few among them give promise of attaining excellence as performers, and may rise to the level of artists in their profession, if they can have the benefit of a course of higher instruction.

Each pupil has been examined separately in his study of the pianoforte once in two weeks. At the end of each month he has been required to play one selection in the presence of the other scholars and the teachers. This exercise — which has been in practice for several years — is found to be very useful; for it accustoms the performer to play before an audience, and at the same time shows his relative standing better than it could be presented by any system of marking.

The members of our brass band have been frequently engaged to give concerts or to play at fairs and various other entertainments in Boston and elsewhere. This has afforded them their best opportunity for testing their powers before the public.

During the last three months of the school year a quartette of brass instruments and a cornet soloist were hired to assist in the Sunday evening service of the Phillips church at South Boston. This experience was both pleasant and profitable for the performers.

Our teachers have been insisting more and more strongly, that the scholars, by constant practice and repetition at frequent intervals, should keep vividly in mind and be able to play faultlessly and with proper expression all the music which they learn while under instruction; and which, consisting as it does of a series of graded exercises, études and masterpieces of the best composers,

is of great service to them in their profession after they graduate and leave the school.

Our collection of musical instruments of various kinds has been kept in very good condition and replenished from time to time, and our supply of embossed music on the Braille system has been greatly increased both by a large importation from abroad and by the productions of the *Howe Memorial Press.* Sixteen chorals by John Sebastian Bach, printed in score, forty-five hymn tunes, and selections from Arban's instruction book for the cornet are among the latter.

In addition to the regular lessons in the various branches of vocal and instrumental music and the ample means for thorough instruction and regular practice afforded at the institution, external opportunities for the cultivation and refinement of the taste of the pupils and the development of their artistic sense have been eagerly sought and greatly enjoyed. Thanks to the ceaseless kindness and boundless generosity of the most eminent musicians of the city and to the leading musical societies and the proprietors of theatres — whose names will be given in full hereafter — our scholars have been invited to attend the finest rehearsals, concerts, operas, oratorios, recitals, and the like. And for such favors as these they are especially beholden to Mr. Henry Lee Higginson, to whom the Bostonians are no less indebted for his munificent patronage of the queen of the fine arts than were

the Romans to Mæcenas, or the Florentines to Lorenzo de Medici.

Our pupils have also listened with delight to many excellent performances given in our own hall by friendly artists.

There has been but one change in the corps of teachers of this department. Miss Della B. Upson resigned her position at the end of the last school session, and has since been united in wedlock with one of her fellow workers in the same field, Mr. Elmer Samuel Hosmer, who retains his post on the staff of instructors. They occupy an apartment in one of our new brick houses on Fourth street, and thus by losing an efficient assistant we have gained a reliable tenant. Miss Bertha E. Reed of Malden has been chosen to occupy the place made vacant by Miss Upson's retirement.

Tuning Department.

"*Julia.* He plays false, father.
Host. How? Out of tune on the strings?"

Shakespeare.

The art of tuning and repairing pianofortes has proved to be one of the most important branches of our system of training the blind to useful occupations and of equipping them for the practical affairs of life, and the special attention which has long been paid to it in this institution has suffered no relaxation during the past year.

Thirteen pupils have been under instruction in

this department. Of these three graduated at the close of the last school term.

The course of instruction in tuning has been thorough and systematic, and our facilities for the study of the art and for practical work have been more extensive than ever before.

By a wise combination of correct theory with constant practice our scholars are enabled to make steady progress and to become competent and skilful operators.

Both the encouragement which our tuners continue to receive from some of the very best and most influential families in Boston and the neighboring towns, and the unanimity with which the annual contract for the care of the pianofortes in the public schools of this city has been awarded to them for the eleventh time, bear convincing testimony to the excellence of their work and commend their services to all fair-minded and public-spirited citizens.

Notwithstanding the unavoidable necessity which compelled one of our most reliable tuners to give up the performance of his duties during the early part of the season, the business of this department has sustained no loss whatever. On the contrary the general patronage has increased, and the receipts show a gain even over those of the preceding year.

Encouraging reports come to us from former pupils who have established themselves as tuners

in different parts of the country and who are pursuing their avocation very profitably and to the entire satisfaction of their patrons, and of the communities in which they live.

Department of Industrial Education.

"Nature lives by labor;
Beast, bird, air, fire, the heavens and rolling world,
All live by action; nothing lives at rest
But death and ruin." Dyer.

Industrial training was adopted in this institution at the date of its organization as a very essential part of our scheme of education, and it has proved to be one of the most effective agencies for placing our pupils in the conditions most favorable to mental and moral improvement and to the prospect of future independence, as well as one of the best means for enabling them to contribute their quota of endeavor towards the general well-being in which they share.

The business in both branches of this department has been conducted during the past year with zeal and fidelity on the part of those in charge of them, and with very gratifying results in each case.

I. Workshop for the Boys.

The design of this workshop — the primary object of which is to afford to all boys and youths an opportunity and means of training in industrial pursuits and of becoming qualified to contribute

by their own exertions to self-support — has been prosecuted with success, and most of the learners have made satisfactory progress.

The usual mechanic arts have been carefully taught, and special attention has been paid to that of upholstery, an experienced journeyman having been regularly employed to give instruction in it, and to aid our assistant workmaster, Mr. Eugene C. Howard, to become familiar with its details.

Great stress has been at all times laid upon the fact that most of our graduates have to labor in the common field of human activities and earn their bread in hand to hand competition with seeing persons, and that they must be well-trained and thoroughly equipped for the struggle of existence. The gods usually stand by the side of that army of which the soldiers are drilled and armed in the best possible manner. With a good preparation and a determination to overthrow the barriers raised in their way by physical infirmity, the blind can enter the arena of practical life with a hopeful outlook. Doubtless, in seeking employment and endeavoring to place themselves in the ranks of producers, they will meet with many obstacles and a great deal of mistrust and opposition, arising solely from ignorance of their abilities. But they must bear in mind that courage, earnestness of purpose, perseverance, enterprise and readiness to do with their might the first honest work that is offered to them seldom fail to ensure success.

They should use as their motto the following charming little verse of Charles Kingsley, and invariably act in accordance with the wholesome advice therein contained: —

"Do the work that 's nearest,
Though it 's dull at whiles;
Helping, when you meet them,
Lame dogs over stiles."

II. Workrooms for the Girls.

These rooms have lost nothing either of the industry and activity which have characterized them for so many years, or of the spirit of cheerful diligence which pervades them and brightens their atmosphere. They continue to be as attractive and in as good condition as they ever were.

This state of things may be ascribed in part to the general tone of our school and to many wholesome influences which are prevalent there, but it is mainly due to the unremitting efforts, exemplary devotion and exquisite tact of the principal instructress and chief organizer, Miss Abby J. Dillingham. Under her patient care and wise direction the girls have made excellent progress in various manual pursuits. Many of them have become adepts in the manipulation of sewing and knitting machines and the use of the needle. In some kinds of sewing, knitting and crocheting they surpass the majority of those who can see. They

display fine taste and excel in several lines of handiwork, because their teacher like Athene — to borrow Homer's words — "gave them skill and beautiful design."

"Πέρι γάρ σφισι δῶκεν Ἀθήνη
Ἔργα τ' ἐπίστασθαι περικαλέα καὶ φρένας ἐσθλάς."

In addition to the valuable benefits which our girls derive from thorough and systematic training in various branches of handicraft, they are required to take turns in doing the lighter household work and to gain practical experience in domestic affairs. Owing to the uncommon facilities and opportunities which our family system offers towards this end, there are few among them who, on leaving the institution, will not be able to do their part towards making their homes comfortable and pleasant.

It is with deep regret that I am obliged to speak of Miss Dillingham's feeble health, which compelled her to ask to be relieved from her duties for one year. Her request was granted and we earnestly hope that she will soon recruit her strength in the enjoyment of absolute rest and recover her health completely. Miss Cora L. Davis, to whose fitness for her task and efficient services we have had occasion to refer in previous reports, was promoted as substitute for Miss Dillingham, and Miss A. Margaret Morrison of Salem has been appointed as her assistant.

Helen Keller, — a Second Laura Bridgman.

"No iron so hard, but rust will fret it;
No perch so high, but climbing will get it;
Nothing so lost, but seeking will find it;
No night so dark, but there is daylight behind it."

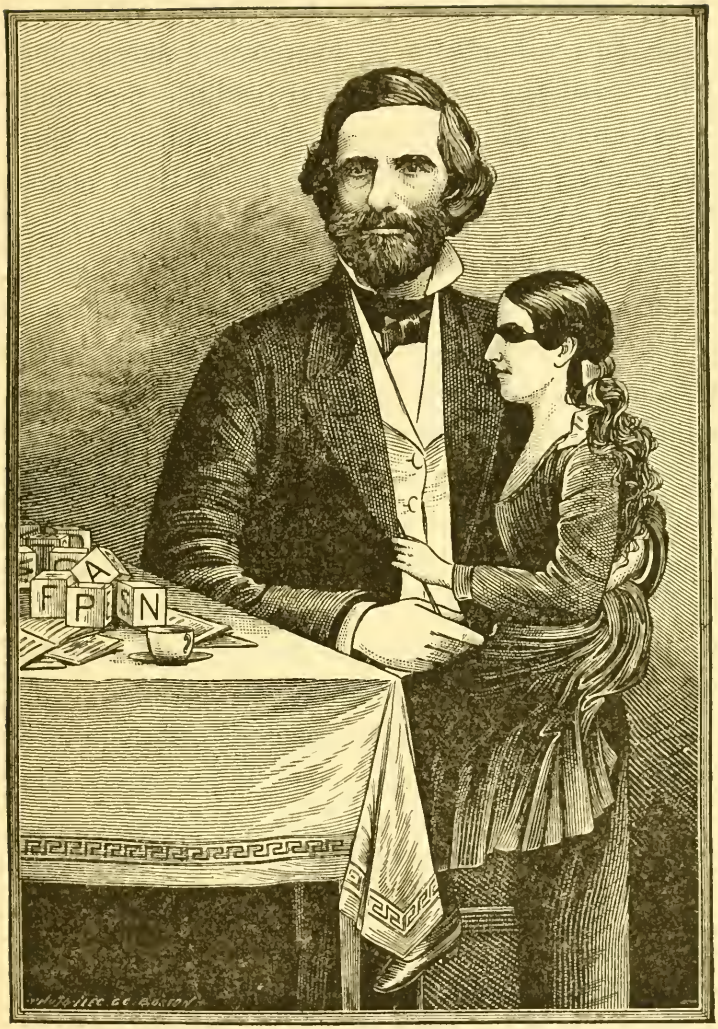
The discovery of ways and means for rescuing persons afflicted with combined blindness and deafness from the dread dungeon of deathlike darkness and stillness, and for enabling them to come into communion with the outer world, is one of the grandest achievements of the nineteenth century.

History has preserved the names of only a few members of the human family who have been doomed to that terrible state of mental and spiritual incarceration, which one of its more recent victims, Mr. Morrison Heady of Kentucky, delineates so pathetically in his most powerful and perfect poem, *The Double Night;* but there is no mention of any serious attempts having ever been made to teach them systematic language as a means of intercourse with their fellows. The ideas expressed on the subject by the renowned abbé de l'Epée in his learned speculations were merely vague theories, which had no foundation in fact and were never confirmed by practical tests.

It is just fifty years this autumn since the popular heart of this country first went out in sympathy toward Laura Bridgman in her dreadful affliction.

Attacked early in childhood by that dire disease, scarlet fever in a malignant form, she was shorn of the senses of sight and hearing, taste and smell, and was left in a most deplorable condition. For five months she lay in a darkened room. After long suffering she began to rally. She improved slowly, and two years had passed before her health was fully restored; but her mind was shut up by what appeared to be an impenetrable wall. Her deprivations were simply appalling. She was left with the meagre equipment of touch as her sole means with which to find her way into the world of thought, speech and light. Benevolent persons, amazed at the immensity of her calamity, asked, "Who will free this imprisoned soul? Who will bridge the chasm which separates this isolated spirit from her kind?" In the midst of general silence the illustrious founder of this institution answered, "I will try;" and hastened to Hanover, New Hampshire, to ascertain the facts in the case and induce the parents of the little girl to send her to Boston and place her under his care.

Dr. Howe was by constitution a champion of freedom, by impulse a philanthropist, and by genius and purpose a reformer. Like many another gallant worker in the world he had the soldier spirit with the savior intent — and the love of adventure as well. He was the very man to go out as an apostle of liberation. He entered upon



DR. HOWE TEACHING LAURA BRIDGMAN.

the task of piercing a trackless forest and purveying mental pabulum to the starving mind of Laura with undaunted courage and indomitable will. He had no precedent to follow, no indices to be guided by. But he was determined to succeed.

In his estimate, obstacles of whatever magnitude were only "things to be overcome," and nothing more. He was confident that his little pupil possessed the desire and capacity for acquiring a complete arbitrary language, and resolved to enable her to do so. Perseverance, skill, sagacity, ingenuity, and in fact all the resources of his fertile brain and the forces of his unbending will were brought to bear upon this point. Finally, after numberless trials and heroic efforts for weeks and months, the first and most important step was taken. Laura was made to understand that all things have names which can be expressed by complex signs or letters embossed on paper or formed by the fingers. Thus a grand victory was won. The means were discovered for reaching the human soul in its saddest and completest imprisonment. A new jewel was added to the crown of philanthropy; and the name of Dr. Howe was engraved on the golden tablets on which are inscribed the names of the benefactors of mankind.

Laura's happy deliverance from so fearful an entombment became widely known all over the civilized world, and was hailed with great delight and universal wonder. Philosophers and thinkers of both Europe and America have made it the subject of much profound thought and serious comment. Titled nobles, nay, even crowned heads, have confessed the merit of this marvellous achievement, and have bowed in homage to the

noble spirit of the deed. The royalty of genius, culture and goodness — too princely for coronet, diadem, or any badge of distinction — has rendered its tribute of praise; and the devotees of the science of education have found a mine of study and suggestion in this extraordinary case.

The achievement of Dr. Howe, like a column of holy fire, blazed upon the pathway and indicated the course to be traversed by his successors. The methods and processes employed in Laura's case were soon applied to that of Oliver Caswell and proved to be most efficacious. They have since become standard and are now used on both hemispheres with great success.

> "All can raise the flowers now,
> For all have got the seed."

After the glorious discovery of Christopher Columbus the Atlantic ocean became a common thoroughfare.

During the past twenty-five years the number of persons bereft of the senses of sight and hearing has increased in Europe and America. Sporadic cases are found almost everywhere, but by far the largest proportionate number of them is scattered among the rural population of Sweden. Reliable statistics show that there are from thirty to thirty-five sufferers of this class in that country. A benevolent lady, Madame Elizabeth Anrep Nordin, has taken a most profound interest in the wel-

fare of these hapless human beings. She has called the attention of the royal family to their existence and condition, and through its influence has induced the government to bring the matter before the parliament and obtain the legislation necessary to secure a special provision for their care and training. Aided by a religious society, she came to this country about twenty months ago, visited the institutions for the deaf and those for the blind in New York, Philadelphia, Washington, Hartford, Northampton and Boston, and spent several weeks under our roof studying the case of Laura Bridgman and every incident connected with it. On her return home to Skara, Sweden, — where her husband is the principal of an establishment for deaf-mutes, — she organized a little school and commenced work with five pupils. Owing to the lack of sufficient pecuniary means this most beneficent enterprise is not making as rapid progress as we earnestly desire.

The last census of the United States does not give the exact number of persons afflicted with the loss of two or more senses, but it is safe to state that there cannot be fewer than forty. About one dozen of these have been or are now under instruction in various schools for the deaf or for the blind.

The case of James H. Caton has been known for a number of years. We have still in our possession a few lines of autobiography, which he

wrote for us on a type-writer in 1880, soon after Garfield's election. He was graduated from the New York Institution for the Deaf and Dumb in June last and delivered the salutatory address.

Agnes O'Connor has been in the Illinois Institution for the Deaf and Dumb since last winter. She was taken there by the superintendent, Dr. Gillett, who had found her in the Cook county almshouse, and was placed under the immediate supervision and tuition of his niece, Miss Jane V. Gillett. The exact age of the unfortunate girl is not known, but she is not far from her fifteenth year. Dr. Gillett has spared no pains in directing her education, and she is making very satisfactory progress.

Albert A. Nolen of Salem, Massachusetts, was admitted to the American Asylum for the Deaf and Dumb at Hartford, Oct. 14, 1886, at the age of twelve years. The principal of that institution, Prof. Job Williams, assigned the task of introducing him to a knowledge of words to one of his most competent teachers, Miss Kate C. Camp, and has himself taken a deep interest in devising or providing means to facilitate her work. During a brief visit which I made last February in Hartford I had an opportunity of witnessing the processes employed in the training of this lad and of seeing the progress he was making, and it is with great pleasure that I bear testimony to the excellence of both the methods and the results.

Mr. Frank Battles, acting principal of the Pennsylvania Institution for the Blind in Philadelphia, has among his pupils three who are both deaf and sightless. Their names and ages are as follows: — William A. Miller, born in England, Dec. 30, 1871, lost his sight at eleven years of age; Martha Morehouse, born in New Jersey, Sept. 2, 1866; Katharine A. W. Parry, born in England, July 20, 1872, lost her sight at seven years of age, but sees enough to distinguish color and objects plainly. They all retain the power of speech, having lost the sense of hearing after they had learned to talk. They are taught by means of the single hand manual alphabet used by the deaf, and are making satisfactory progress both in their studies and in various handicrafts.

Edith M. Thomas was admitted to the kindergarten for the blind connected with this institution several weeks ago, and one of our graduates, Miss Lilian May Fletcher, was engaged as her special teacher, and has already taken successfully the first steps in opening to her the mysteries of language.

But of all the blind and deaf-mute children who are under instruction Helen Keller of Tuscumbia, Alabama, is undoubtedly the most remarkable. It is no hyperbole to say that she is a phenomenon. History presents no case like hers. In many respects, such as intellectual alertness, keenness of observation, eagerness for informa-

tion, and in brightness and vivacity of temperament she is unquestionably equal to Laura Bridgman; while in quickness of perception, grasp of ideas, breadth of comprehension, insatiate thirst for solid knowledge, self-reliance and sweetness of disposition she certainly excels her prototype.

Helen was born June 27, 1880, with all her faculties. At the age of about nineteen months she had a violent attack of congestion of the stomach, and this illness resulted in total loss of sight and hearing. On the 15th of July, 1886, her father, Capt. Arthur H. Keller, wrote me a letter, giving me a brief account of the deprivations as well as of the mental activity of his little daughter, and asking me whether I could procure a competent teacher for her. I responded in the affirmative, and my thoughts were almost instinctively turned towards Miss Annie M. Sullivan. She had just graduated from our school, where she had stood at the head of her class, and her valedictory address — a beautiful original production, teeming with felicitous thoughts clothed in a graceful style — was a revelation even to those who were acquainted with her uncommon powers. After due deliberation I decided to make known to Miss Sullivan the contents of Capt. Keller's letter and to inform her that the position would be open to her provided she could fit herself for its requirements. She replied that she would try, and began immediately the work of preparation with great

MISS SULLIVAN TEACHING HELEN KELLER.

earnestness and unremitting application. She studied Laura Bridgman's case thoroughly in all its phases, perused voluminous books on mental development, read the reports of Dr. Howe with

assiduous care, mastered his methods and processes in their minutest details, and drank copiously of his noble spirit and of the abundance of his faith in the efficacy of human capacities and innate powers for redemption and improvement. Having become convinced by actual observation that she was well equipped for her work and absolutely competent to take charge of the little girl, I wrote again to Capt. Keller, recommending her most highly and without any reservation. In consequence of this correspondence liberal terms were offered, an agreement was readily effected, and my dear friend and former pupil started for Alabama the last week in February.

On entering upon her work Miss Sullivan was struck with the extraordinary intelligence and remarkable aptitude of her little pupil. She commenced to give her instruction, and chose for the object of the first lesson a beautiful doll, which had just been sent to the child from Boston and for which she seemed to cherish a warm maternal attachment. For obvious reasons the greatest difficulty and most perplexing part of the task of introducing blind and deaf-mute persons to the mysteries of language is to make them understand that all objects have names which can be expressed by arbitrary signs. This is the principal and most important part in the whole undertaking. As the French say, it is the first step that counts more than anything else.

"C'est le premier pas qui coûte."

When this is accomplished all else goes well, and success is assured. Now, in looking over the record of every known case, we find that this starting point, this initiative step has invariably been slow, tardy, uncertain, and not infrequently vexatious. It was nearly three months before Laura Bridgman — the brightest and quickest of them all — caught the idea. It was not so with Helen. The thought flashed across her marvellous brain as soon as it was transmitted to it by one of its "lackeys or scullions," the sense of touch. In three lessons she perceived, clearly and distinctly, that words stood for objects; and in less than a week's time she was in possession of the mystery of this relation in the fulness of its meaning, and became mistress of the whole situation. As if impelled by a resistless instinctive force she snatched the key of the treasury of the English language from the fingers of her teacher, unlocked its doors with vehemence, and began to feast on its contents with inexpressible delight. As soon as a slight crevice was opened in the outer wall of their twofold imprisonment, her mental faculties emerged full-armed from their living tomb as Pallas Athene sprang from the head of Zeus. Her thoughts, long suppressed for the want of adequate means for expression, —

"Burst their confinement with impetuous sway."

In illustration of the wonderful mental activity and the rapid development of this remarkable

child, and as showing also some of the prominent traits of her character, the following extracts are taken from Miss Sullivan's letters: —

May 2, 1887. — Helen is truly a wonderful child. It seems to me that one with all her senses could not have accomplished any more than she has done in these three months, — indeed, it is not yet quite three months since she began. She knows almost three hundred words and is learning five or six a day. Their length does not seem to make any difference to her. One day she touched the railing of the stairs and wanted me to give her the name for it. I spelled *balustrade* to her two or three times. Two days afterward I thought I would see if she remembered any of the letters, when, to my surprise, she spelled the word without a mistake; and such words as *ice-cream*, *strawberry*, *raspberry*, and *rocking-chair* she learns as readily as words of two letters.

I never have to spell a proper name to her but once. The name of the gentleman who is boarding with us is Mr. Goodnow, and Helen always calls him by it. I suppose Laura's instructors did not teach her titles, because they thought she would not perceive the difference between the name and the title, but I have made Helen pause after *Mr.*, *Mrs.*, or *Uncle*, as the case may be, and when she is a little farther advanced I can very easily explain this to her.

She sits for an hour or two every day finding the words she knows in her books, and whenever she comes to one she screams with delight. I can now tell her to go up stairs or down, to go into the hall or room, to lock or unlock the door, to sit or stand, walk or run, lie or creep, and she understands me. Whenever I give her a new word, especially a word expressing action, like *hop* or *jump*, or any of those already mentioned, she throws her arms around me and kisses me.

June 19. — My little pupil continues to manifest the same eagerness to learn as at first. Every waking moment is spent in

the endeavor to satisfy her innate desire for knowledge, and her mind works so incessantly that we have feared for her health. But her appetite, which left her a few weeks ago, has returned, and her sleep seems more quiet and natural. She will be seven years old the 27th of this month. Her height is four feet, one inch, and her head measures twenty inches in circumference, the line being drawn around the head so as to pass over the prominences of the parietal and frontal bones. Above this line the head rises one and one-fourth inches.

During our walks she keeps up a continual spelling and delights to accompany it with actions such as skipping, hopping, jumping, running, walking fast, walking slow, and the like. When she drops stitches she says, "Helen wrong, teacher will cry." If she wants water she says, "Give Helen drink water." She knows four hundred words besides numerous proper nouns. In one lesson I taught her these words, — *bedstead*, *mattress*, *sheet*, *blanket*, *comforter*, *spread*, *pillow*. The next day I found that she remembered all but *spread*. The same day she had learned, at different times, the words, *house*, *weed*, *dust*, *swing*, *molasses*, *fast*, *slow*, *maple-sugar* and *counter*, and she had not forgotten one of these last. This will give you an idea of the retentive memory she possesses. She can count to thirty very quickly, and can write seven of the square hand letters and the words which can be made with them. She seems to understand about writing letters and is impatient to "write Frank letter." She enjoys punching holes in paper with the stiletto and I supposed it was because she could examine the result of her work; but we watched her one day, and I was much surprised to find that she imagined she was writing a letter. She would spell "Eva" (a cousin of whom she is very fond) with one hand, then make believe write it; then spell "sick in bed," and write that. She kept this up for nearly an hour. She was (or imagined she was) putting on paper the things which had interested her. When she had finished she carried it to her mother and spelled, "Frank letter," and gave it to her brother

to take to the post office. She has been with me to take letters to the post office.

She recognizes instantly a person whom she has once met, and spells the name. Unlike Laura, she is fond of gentlemen, and we notice that she makes friends with a gentleman sooner than with a lady.

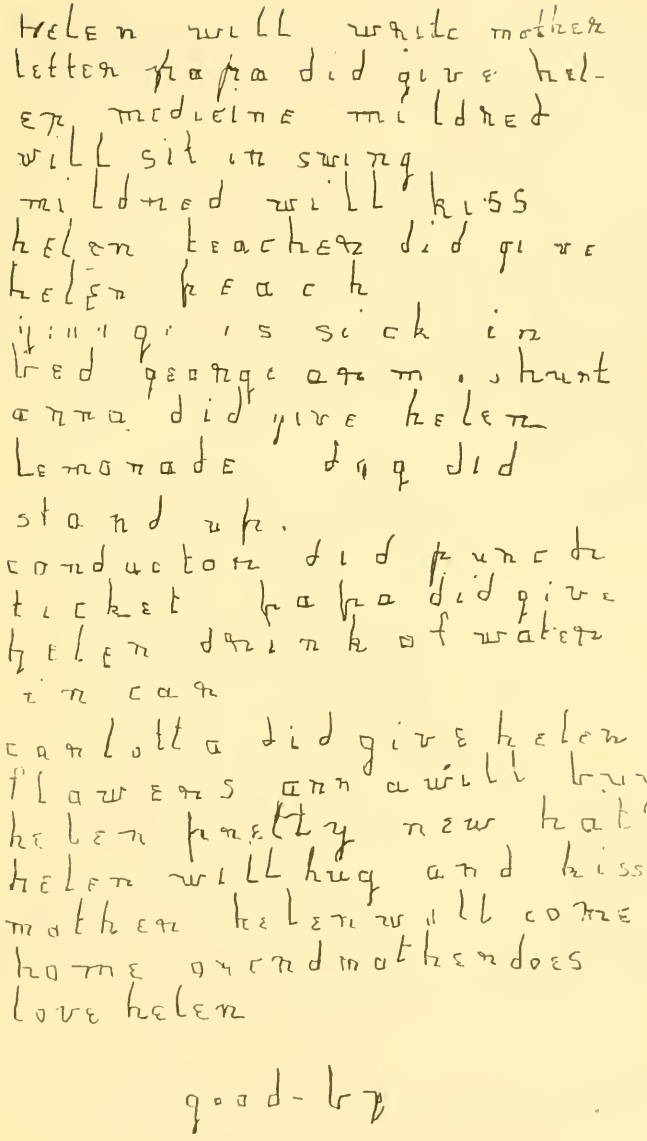
There is seldom a cloud seen upon her face and we observe that it grows brighter every day. She is always ready to share whatever she has with those about her, often keeping but very little for herself. She is very fond of dress and of all kinds of finery, and is very unhappy when she finds a hole in anything she is wearing. She will insist on having her hair put in curl papers when she is so sleepy she can scarcely stand. She discovered a hole in her boot the other morning and, after breakfast, she went to her father and spelled, "Helen new boot Simpson" (her brother) "buggy store man." One can easily see her meaning.

In farther illustration of her love of dress I quote from a letter of earlier date: —

Have I told you that Helen has a great notion of "primping?" Nothing pleases her better than to be dressed in her best clothes. The other day I told her to put her hat on and I would take her to walk. I was changing my dress at the time and I suppose Helen thought I was dressing up. She went downstairs in a great hurry, and showed her mother that she wanted her best dress on. Mrs. Keller paid no attention to her. Hence she decided to fix herself. When I called for her I found the most comical looking child imaginable. She had wet her hair until the water was running in little streams in all directions, and if it did not look sleek nothing ever did. She had found her father's hair-oil and put no small quantity of that on as a "finishing touch." Then she had oiled her face. She had known people put glycerine on their faces and she probably thought they did it for the sake of appearance. Then she took

the baby's powder, and applied that in small patches, so that she looked like a little darkey with a white eruption. When she had completed her toilet to her own satisfaction she came for her mother's approval with such a self-satisfied air. Of course she found us both laughing as if we would die. You never saw any one look so comical. I assure you we had hard work to make her dress according to our ideas.

In the course of four months Helen mastered more than four hundred and fifty common words — nouns, verbs transitive and intransitive, adjectives and prepositions — which she could use correctly and spell with perfect accuracy. At the same time she learned to read raised characters with the tips of her fingers almost spontaneously and with very little effort on the part of her instructress, to converse freely by means of the manual alphabet, to cipher, to write a neat "square hand," and to express her elementary ideas in correct composition. In brief the total sum of the knowledge which she acquired in four months exceeds that which Laura Bridgman obtained in more than two years. This may seem a fabulous or extravagant statement, but the following autograph *fac-simile* copy of the first letter which she wrote to her mother, July 12, 1887, while on a short visit at Huntsville, — reproduced on a smaller size than the original merely in order to fit the width of the page but without the slightest addition or alteration, — leaves not a shadow of doubt on this point: —


helen will write mother
letter papa did give hel-
en medicine mildred
will sit in swing
mildred will kiss
helen teacher did give
helen peach
[illegible] is sick in
bed george am shunt
anna did give helen
lemonade dog did
stand up.
conductor did punch
ticket papa did give
helen drink of water
in can
carlotta did give helen
flowers ann will buy
helen pretty new hat
helen will hug and kiss
mother helen will come
home grandmother does
love helen

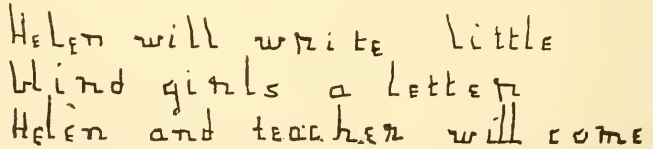
good-by

This letter, compared with the first one which Laura Bridgman wrote to her mother in 1839

when she was ten years of age, and of which Dr. Howe preserved an autograph *fac-simile* in the eighth annual report of this institution, is superior in every respect.

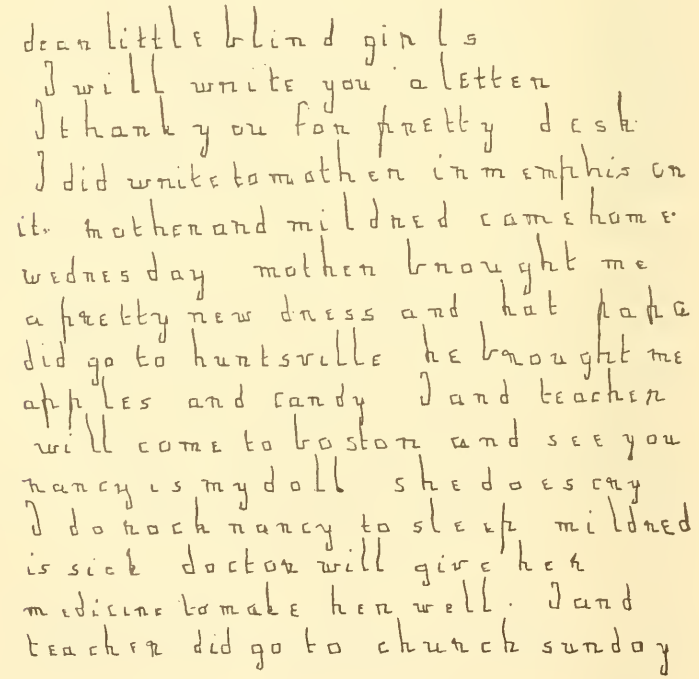
On her return to Tuscumbia from her visit to Huntsville, Helen wrote a long letter to her cousin George, giving him a minute account of everything that occurred on her way home. She speaks of her meeting in the steam cars a kind lady, who gave her a drink of water but who "did talk wrong on fingers."

Epistolography amounts almost to a passion with Helen. Last September, having been told by her teacher that our little blind girls had just come back to school after the summer vacation, she sent them a note of friendly remembrance and sisterly greeting. This letter was written without assistance on the twenty-ninth of that month, and as it furnishes a more striking and tangible proof than mere descriptions and verbal statements can afford of the astonishing progress which this remarkable child is making with amazing rapidity, I insert here an autograph *fac-simile* copy of it, differing only in size from the original: —



to see little blind girls
Helen and teacher will go in
steam car to boston Helen
and blind girls will have
fun blind girls can talk on
fingers Helen will see mr anag
nos mr anagnos will love
and kiss Helen Helen will go
to school with blind girls
Helen can read and count and
spell and write like blind
girls mildred will not go to
boston mildred does cry
prince and jumbo will go to
boston papa does shoot ducks
with gun and ducks do fall in
water and jumbo and mamie
do swim in water and bring ducks
out in mouth to papa Helen does
play with dogs Helen does ride
on horseback with teacher Helen
does give hardee grass in hand
teacher does whip hardee to go
fast Helen is tired Helen will
put letter in envelope for blind
girls good-by
Helen Keller

In chirography and grasp of ideas, as well as in variety of subjects and fluency of expression, this epistle is a decided improvement upon that which she wrote to her mother. Our girls received it with great joy and read it with sincere admiration. They immediately set to work to prepare an answer and forwarded it with a little desk as a token of their love and good will. In acknowledgment of this gift Helen wrote a most characteristic letter, dated Oct. 24, 1887, of which the following is a *fac-simile:* —



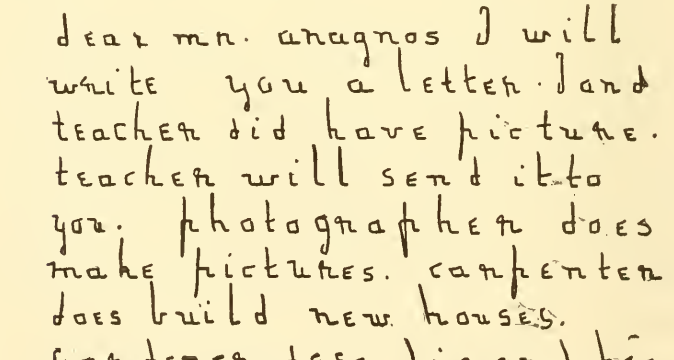
mr. lane did read in book and talk
lady did play on organ. I did
give man money in basket.
I will be good girl and teacher will
curl my hair lovely. I will hug and
kiss little blind girls mr. anagnos
will come to see me.
good-by
Helen Keller.

That the little witch could, in the course of twenty-five days, make such strides in the acquisition of language and the enlargement of her vocabulary, as are indicated by this letter, seems almost incredible. Yet the evidence before us is so clear and conclusive that it does not leave room for the slightest doubt. Pronouns are undoubtedly the most difficult part of speech for children to learn to use correctly, and Helen's employment of them is one of the most noticeable features of her last composition. Upon this significant gain, as well as on Helen's speedy general improvement, Miss Sullivan dwells with emphasis in a letter which she addressed to me a few days later and from which I take the liberty of copying the following extract: —

You have probably read, ere this, Helen's second letter to the little girls. I am aware that the progress which she has made between the writing of the two letters must seem incredible. Only those who are with her daily can realize the

rapid advancement which she is making in the acquisition of language. You will see from her letter that she uses many of the most difficult pronouns correctly. She rarely misuses or omits one in conversation. Her passion for writing letters and putting her thoughts upon paper grows more intense. She now tells stories in which the imagination plays an important part. She is also beginning to realize that she is not like other children. The other day she asked, "What do my eyes do?" I told her that I could see things with my eyes, and that she could see them with her fingers. After thinking a moment she said, "My eyes are bad!" then she changed it into "My eyes are sick!" What a blessing it is that she will never realize fully the magnitude of her loss!

To my perfect delight, while I was arranging the materials for this imperfect sketch, I was myself favored with a charming letter from Helen, of which I could not resist the temptation to publish the following *fac-simile* as an additional illustration of her marvellous progress: —


dear mr. anagnos I will
write you a letter. and
teacher did have picture.
teacher will send it to
you. photographer does
make pictures. carpenter
does build new houses.
gardener does dig and hoe

ground and plant vegetables.
my doll nancy is sleeping.
she is sick. mildred is well
uncle frank has gone hunt-
ing deer. we will have
venison for breakfast when
he comes home. I did ride in
wheelbarrow and teacher
did push it. simpson did
give me popcorn and wal-
nuts. cousin rosa has gone
to see her mother. people
do go to church sunday.
I did read in my book
about fox and box. fox can
sit in the box. I do like
to read in my book. you
do love me. I do love you.
good by
Helen Keller.

These letters, printed in chronological order, are sufficient in themselves without comment or explanation to show that their tiny author is a most extraordinary little individual. Indeed, she is a mental prodigy, an intellectual phenomenon. In view of all the circumstances her achievements are little short of a miracle. It would be extremely

difficult, nay impossible, to find a child in full possession of his faculties who could accomplish, in six or seven months, more than Helen has done. Access to her doubly imprisoned mind was gained so speedily that it seemed almost like a touch of witchcraft. Her intellectual faculties bloomed into fragrant flowers as soon as a breath of the warm spring air from the external world entered their rayless and dreary incasement. Her progress was not a gradual advancement but a sort of triumphal march, — a series of dazzling conquests. The innate desire for knowledge and the instinctive efforts which the human faculties make to exercise their functions are shown as remarkably in Helen's case as they were in Laura's.

The case of this child is unique and of absorbing interest in every respect. So far as I know it is the only one in existence which promises to throw important light upon such psychological questions as were not exhaustively investigated by Dr. Howe, on account of the biasing influence which bigoted and fanatical zealots brought to bear upon the mind of his pupil during the process of his work. Let us hope that both science and humanity will profit by the present opportunity to the fullest extent.

But, remarkable and unparalleled as is Helen's case, that of her teacher is, in some points, no less noteworthy. Miss Sullivan entered our school Oct. 7, 1880, at the age of sixteen years. Her sight

was so seriously impaired as to justify her classification with the blind. The circumstances of her early life were very inauspicious. She was neither rocked in a cradle lined with satin and supplied with down cushions, nor brought up on the lap of luxury. On the contrary, her experiences in childhood and youth were of a most distressing character. But it should be remembered that it is adversity rather than prosperity which stimulates the perseverance of strong healthy natures, rouses their energy and develops their powers. This was precisely the case with Miss Sullivan. When she was admitted to this institution her stock of information was painfully meagre. Her blindness cut her entirely off from all advantages; but even before the obscuration of her vision her struggle for the means of existence had been so constant as to preclude all possibility of her acquiring the rudiments of knowledge. Hence she was obliged to begin her education from the lowest and most elementary point; but she showed from the very start that she had in herself the force and capacity which ensure success. The furnace of hardships through which she passed was not without beneficent results. It freed the pure gold of her nature from all dross. For, as Byron puts it, —

> "The rugged metal of the mine
> Must burn before its surface shine."

An iron will was hammered out upon the anvil of misfortune. Miss Sullivan was not very long

under systematic instruction before she gave unmistakable evidences of the depth, the steadfastness and the beauty of her character. She spared no pains to remedy the defects and to fill out the gaps in her training. She toiled, in season and out of season, to overcome obstacles. She was determined to climb to the top of the ladder, and used uncommon industry, perseverance and resolution as steps for the ascent. She has finally reached the goal for which she strove so bravely. The golden words that Dr. Howe uttered and the example that he left passed into her thoughts and heart and helped her on the road of usefulness; and now she stands by his side as his worthy successor in one of the most cherished branches of his work, carrying it on in a most satisfactory manner and receiving the benediction of his spirit.

> "Delightful task, to rear the tender thought,
> To teach the young idea how to shoot,
> To pour the fresh instruction o'er the mind,
> To breathe the enlivening spirit, and to fix
> The generous purpose in the glowing breast!"

Miss Sullivan's talents are of the highest order. In breadth of intellect, in opulence of mental power, in fertility of resource, in originality of device and in practical sagacity she stands in the front rank. Only one of Dr. Howe's assistants, Miss Wight (afterward Mrs. Edward Bond), could vie with her in these respects; and a great pity it was that Laura was not placed under the broad,

quickening and vitalizing influence of this most excellent woman at an earlier stage of her education, when her mind was more plastic and susceptible to lasting impressions of generous views and liberal ideas.

Miss Sullivan is truly an honor to the graduates of this institution. Her intelligence, vivified by earnestness and colored by a high sense of self-respect, is conspicuous. By proper treatment and skilful surgical operations the thick opaqueness of her eyes was converted into translucency, and now she is able to read and write with but very little difficulty. Her personality is marked and positive. The story of her life is one of high endeavor and grand achievement. Helen's rescue from the abyss of darkness and stillness is the crown of her work. She undertook the task with becoming modesty and diffidence, and accomplished it alone, quietly and unostentatiously. She had no coadjutors in it, and there will therefore be no plausible opportunity for any one to claim a share in the origin of the architectural design of the magnificent structure because he or she was employed as helper to participate in the execution of the plan.

At my urgent request Miss Sullivan prepared a brief account of Helen's life and education, which is an admirable specimen of terse, clear, cogent statement of facts and of conclusions based thereon. Here is the tale as told in her own words: —

Helen Adams Keller, daughter of Arthur H. and Kate Keller, was born June 27, 1880, in Tuscumbia, Alabama.

Her father was formerly editor of the *North Alabamian*, an old, influential and well-known journal, and is now United States marshal for the northern district of Alabama. Mr. Arthur H. Keller's father was a native of Switzerland, who came to America before the revolution and settled in Maryland. His mother, Mary F. Keller, was born in Rockbridge, Virginia. Her maiden name was Moore, and she was a great granddaughter of Alexander Spotswood, the first colonial governor of that state, and the founder of the order of the "Knights of the Golden Horse Shoe." She was also second cousin to General Robert E. Lee.

Helen's mother is a daughter of the late General Charles W. Adams of Memphis, Tennessee, a distinguished lawyer, and a brigadier general in the confederate army. He was a native of Boston, Massachusetts, but moved to the south when quite a young man. Mrs. Keller's mother was an Everett, and her grand parents on her mother's side were also from the north.

When Helen was about nineteen months old she was attacked violently with congestion of the stomach; and this illness resulted in total loss of sight and hearing. Previously she had enjoyed perfect health, and is said to have been an unusually bright and active child. She had learned to walk and was fast learning to talk.

During this sickness her life hung in the balance for several days, and after recovery there was no evidence for some time of any injury to her eyes, except a red and inflamed appearance. The terrible truth soon dawned upon her parents, however. They tried every available avenue of relief, carrying her to the best specialists of the day, from none of whom, however, did they receive the slightest hope of her restoration to sight or hearing. For many months her eyes were very painful, and she buried them in the bed-clothes away from the light. Soon she ceased to talk, because she had ceased to hear any sound.

But her busy brain was not idle. Her mind was bright and clear. As her physical strength returned she began to exhibit wonderful aptitude for learning everything about the economy of the household. She also learned to distinguish the different members of the family and of her acquaintance, and became familiar with their features through the sense of touch.

As her mother went about her daily household duties Helen was always by her side. Her little hands felt of every object and detected every movement. Then she began to imitate the motions of those around her, and to express her wants and many of her thoughts by signs. Both her power of imitation and her ability to express herself by means of natural signs were developed to a remarkable degree.

Her parents finally became convinced that there was no possibility of Helen's regaining either sight or hearing, and on March 2, 1887, I became her teacher.

I found her a bright, active, well-grown girl, with a clear and healthful complexion and pretty brown hair. She was quick and graceful in her movements, having fortunately not acquired any of those nervous habits so common among the blind. She has a merry laugh and is fond of romping with other children. Indeed she is never sad, but has the gayety which belongs to her age and temperament. When alone she is restless and always flits from place to place as if searching for something or somebody.

Her sense of touch is so acute that a slight contact enables her to recognize her associates. She can even distinguish readily between puppies of the same litter, and will spell the name of each as soon as she touches him. So nice is her sense of smell that she will recognize different roses by their fragrance; and by the same sense she can separate her own clothes from those which belong to others. Equally perfect is her sense of taste.

She inherited a quick temper and an obstinate will, and owing to her deprivations neither had ever been subdued or directed.

She would often give way to violent paroxysms of anger when she had striven in vain to express intelligibly some idea. As soon, however, as she learned to use the finger alphabet these outbursts ceased, and now she seldom loses her temper. Her disposition is sweet and gentle, and she is remarkably affectionate and demonstrative. She frequently leaves work or play to caress those near her and likes to kiss all her friends. If she is conscious of having displeased any one she is not satisfied until she makes her peace with a kiss. She is never irritable or fretful, and no longer cries from vexation or disappointment. Seldom will physical pain draw tears from her eyes; but she will discover quickly if a friend is hurt or ill, or grieved by her own conduct, and this knowledge makes her weep freely.

Her fondness for dress and finery is as noticeable as that of any seeing child. She is happiest when she has on her best dresses, and she spends much time over her toilet. She learned with astonishing readiness to conduct herself properly at the table, to be neat and orderly about her person, and to be correct in her deportment. When I had been with her long enough for intimate mutual acquaintance, I took her one morning to the school-room and began her first lesson. She had a beautiful doll which had been sent her from Boston, and I had chosen it for the object of this lesson. When her curiosity concerning it was satisfied, and she sat quietly holding it, I took her hand and passed it over the doll. Then I made the letters *d-o-l-l* slowly with the finger alphabet, she holding my hand and feeling the motions of my fingers. I began to make the letters the second time. She immediately dropped the doll and followed the motions of my fingers with one hand while she repeated the letters with the other. She next tried to spell the word without assistance, though rather awkwardly. She did not give the double "l," and so I spelled the word once more, laying stress on the repeated letter. She then spelled doll correctly. This process was repeated with other words, and Helen soon learned six words, *doll*, *hat*, *mug*, *pin*, *cup*,

ball. When given one of these objects she would spell its name, but it was more than a week before she understood that all things were thus identified.

She would manifest pleasure when told the name of a new object, and was always delighted to receive a pat of approval.

One day I took her to the cistern. As the water gushed from the pump I spelled *w-a-t-e-r*. Instantly she tapped my hand for a repetition, and then made the word herself with a radiant face. Just then the nurse came into the cistern-house bringing her little sister. I put Helen's hand on the baby and formed the letters *b-a-b-y*, which she repeated without help and with the light of a new intelligence beaming from her expressive features.

On our way back to the house everything she touched had to be named to her and repetition was seldom necessary. Neither the length of the word nor the combination of letters seem to make any difference to the child. Indeed she remembers *heliotrope* and *chrysanthemum* more readily than she does shorter names.

Helen now understood that everything had a name and that by placing the fingers in certain positions we could communicate these names to each other. Since that day my method of teaching her has been to let her examine an object carefully and then give her its name with my fingers. Never did a child apply herself more joyfully to any task than did Helen to the acquisition of new words. In a few days she had mastered the manual alphabet, and learned upwards of a hundred names. At the end of August she knew six hundred and twenty-five words.

At first it was necessary to use a great many signs in conversation with her; but these were laid aside as soon as the better medium of communication was established.

Next I taught her the verbs, beginning with *sit*, *stand*, *shut*, *open*. As the spelling of each word was accompanied by the action it represented she soon caught its meaning, and almost

immediately used it in forming sentences. The verb *give* was troublesome, but she mastered it in a few days.

This lesson was followed with one on words indicative of place-relations. Her dress was put *in* a trunk, and then *on* it, and these prepositions were spelled for her. Very soon she learned the difference between *on* and *in*, though it was some time before she could use these words in sentences of her own. Whenever it was possible she was made the actor in the lesson, and was delighted to stand *on* the chair, and to be put *into* the wardrobe. In this way she learned the force of these words more quickly than she could have done with the use of a box and ring. In connection with this lesson she learned the names of the members of the family and the word *is*. "Helen is in wardrobe." "Mildred is in crib," "Box is on table," "Papa is on bed," are specimens of sentences constructed by the child during the latter part of April.

Next came a lesson on words expressive of positive quality. For the first lesson I had two balls, one made of worsted, large and soft, the other a bullet. She perceived the difference in size at once. Taking the bullet she made her habitual sign for *small*, — that is, by pinching a little bit of the skin of one hand. Then she took the other ball and made her sign for *large* by spreading both hands over it. I substituted the adjectives *large* and *small* for these signs. Then her attention was called to the hardness of the one ball and the softness of the other, and so she learned *soft* and *hard*. A few minutes afterwards she felt of her little sister's head and said to her mother, "Mildred's head is small and hard." Next I tried to teach her the meaning of *fast* and *slow*. She helped me wind some worsted one day, first rapidly and afterward slowly. I then said to her with the finger alphabet, "wind fast," or "wind slow," holding her hands and showing her how to do as I wished. The next day while exercising she spelled to me, "Helen wind fast," and began to walk rapidly. Then she said, "Helen wind slow," again suiting the action to the words.

May-day she came to me and said, "give Helen key open door;" I then taught her the word *will* and she learned at once to say, "give Helen key and Helen will open door." I had tried a few mornings before to make her understand the use of the conjunction *and*, which she now supplies of her own accord.

She often surprises me in this way. When I think I have failed to make something plain to her and conclude to await another opportunity she anticipates me and shows me that she has already caught my meaning. I now thought it time to teach her to read printed words. A slip on which was printed, in raised letters, the word *box* was placed on that object; and the same experiment was tried with a great many articles, but she did not immediately comprehend that the label-name represented the thing. Then I took an alphabet sheet and put her finger on the letter A, at the same time making A with my fingers. She moved her finger from one printed character to another as I formed each letter on my fingers. Incredible as it may seem, she learned all the letters, both capital and small, in one day. Next I turned to the first page of the Primer and made her touch the word *cat*, spelling it on my fingers at the same time. Instantly she caught the idea, and asked me to find *dog* and many other words. Indeed she was much displeased because I could not find her name in the book. Just then I had no sentences in raised letters which she could understand, all of them being for more advanced pupils: but she would sit for hours feeling of each word in her book. When she touched one with which she was familiar a peculiarly sweet expression would light up her face, and we saw her countenance growing sweeter and more earnest every day. About this time I sent a list of the words she knew to Mr. Anagnos and he very kindly had them printed for her. Her mother and I cut up several sheets of printed words so that she could arrange them into sentences. This delighted her more than anything she had yet done; and the practice thus obtained prepared the way for the writing lessons. There was no difficulty in making her

understand how to write the same sentences with pencil and paper which she made every day with the slips, and she very soon perceived that she need not confine herself to phrases already learned but could communicate any thought that was passing through her mind. I put one of the writing boards used by the blind between the folds of the paper on the table, and allowed her to examine an alphabet of the square letters, such as she was to make. I then guided her hand so as to form the sentence, "cat does drink milk." When she finished it she was overjoyed. She carried it to her mother, who spelled it to Helen as she read it. The child could scarcely restrain her excitement and joy as each word was thus repeated to her.

Day after day she moved her pencil in the same tracks along the grooved paper, never for a moment expressing the least impatience or sense of fatigue. The weeks she spent in forming the same letters over and over again were weeks of interest and pleasure to me. With such a gentle, persevering and patient pupil, who would not find teaching a delight?

On the 12th of July she wrote without assistance a correctly spelled and legible letter to one of her cousins; and this was only a little more than a month after her first lesson in chirography. She is very fond of letter-writing and has written several epistles, — which are truly wonderful, when her age and opportunities are considered.

As she had now learned to express her ideas on paper I next taught her the Braille system. She learned it gladly when she discovered that she could herself read what she had written; and this still affords her constant pleasure. For a whole evening she will sit at the table writing whatever comes into her busy brain; and I seldom find any difficulty in reading what she has written.

Her progress in arithmetic has been equally remarkable. She can add and subtract with great rapidity up to the sum of one hundred; and she knows the multiplication tables as far as the *fives*. She was working recently with the number forty

when I said to her, "make twos." She replied without waiting to cipher out the sum, "twenty twos make forty." Later I said, "make fifteen threes and count." I wished her to make the groups of threes and supposed she would then have to count them in order to know what number fifteen threes would make. But instantly she spelled the answer, "fifteen threes make forty-five."

She said to me a few days ago, "what is Helen made of?" I replied, "flesh and blood and bone." A little while afterwards I asked her about her dog, "what is Jumbo made of?" After a moment's pause she answered, "flesh and bone and blood." I then turned to her doll and asked, "what is Nancy made of?" Helen was puzzled, but at last she replied slowly, as if in doubt, "straw." Evidently she went through a process of reasoning, and concluded that her doll was not made of the same material as herself and her dog.

On being told that she was white and that one of the servants was black she concluded that all who occupied a similar menial position were of the same hue; and whenever I asked her the color of a servant she would say, "black." When asked the color of some one whose occupation she did not know she seemed bewildered, and finally said, "blue."

Helen takes great pleasure in feeding the domestic animals and in learning their habits and uses. It would puzzle a far wiser person than I am to answer many of her eager questions.

Her power of imitation is strongly developed. Her memory is retentive, and her curiosity insatiable. The relation of things she quickly perceives, — so quickly that she seems sometimes to divine our very thoughts.

By way of illustration I will give a few of the many instances where she has exercised this inexplicable mental power.

She has never been told anything about death or the burial of the body, and yet on entering the cemetery for the first time in her life, with her mother and myself, to look at some flowers, she laid her hand on our eyes and repeatedly spelled, "cry, —

cry." Her eyes actually filled with tears. The flowers did not seem to give her pleasure, and she was very quiet while we stayed there.

Her grandmother told Mrs. Keller in Helen's presence that orange peel soaked in wine made a nice flavoring for cake. Mrs. Keller gave Helen the orange peel and showed her how to cut it up and put it into the jar. As soon as Helen had done this, she went to her mother and spelled, "wine"; nor would she be satisfied until the wine was added to the jar.

One of her dolls was knocked off a table and broken. As we were tired of seeing it lying about Mrs. Adams said to Mrs. Keller, "give it to Bessie,"—a little negress on the place. Instantly Helen said, with her fingers, "Helen will give Bessie doll."

On another occasion while walking with me she seemed conscious of the presence of her brother, although we were distant from him. She spelled his name repeatedly and started in the direction by which he was coming.

When walking or riding she often gives the names of the people we meet almost as soon as we recognize their presence. Frequently when desirous of making suggestions to her, outside of the routine of her studies or her daily life, she will anticipate me by spelling out the very plan I had in mind.

Of necessity much must be omitted which would be of interest concerning this remarkable child. Her progress so far has been most gratifying. With great patience and perseverance she is constantly adding to her little store of knowledge. Every day finds some new task completed, some fresh obstacle overcome.

This wonderful story narrating, as it does, concisely, but with force and clearness, the simple facts relating to the education of one of the most remarkable children in existence, is full of profound interest, not only to scholars and men of

science, but to all thinking persons. Helen's progress will continue to be carefully watched in the future as it has been in the past, and every new development will be faithfully recorded by her devoted teacher.

All which is respectfully submitted by

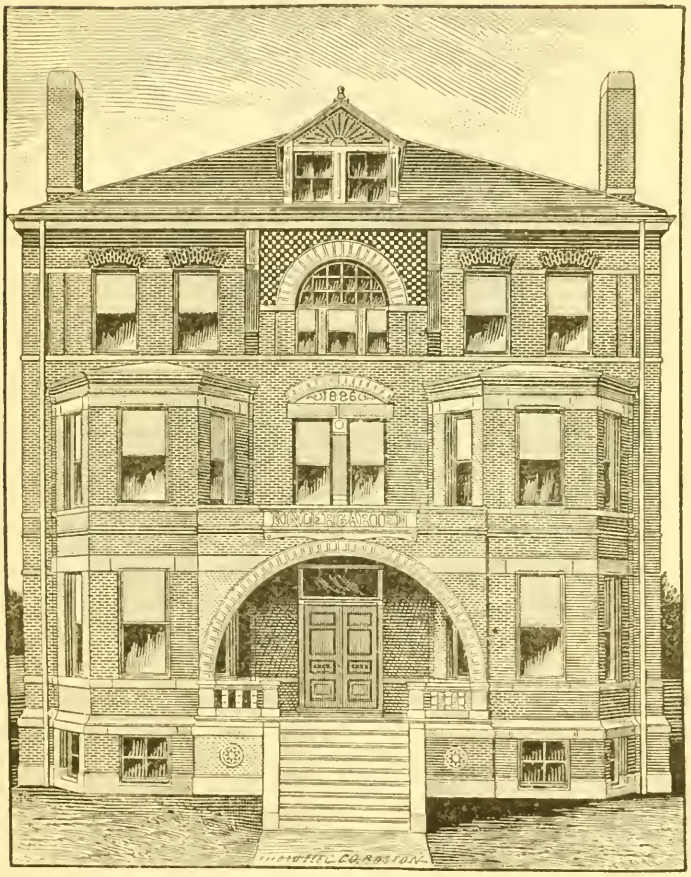
M. ANAGNOS.

FIRST ANNUAL REPORT

OF

THE KINDERGARTEN FOR THE BLIND,

SEPTEMBER 30, 1887.



BOSTON:
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,
18 POST OFFICE SQUARE.
1888.

Kommt, lasst uns den Kindern leben.

FRIEDRICH FROEBEL.

OFFICERS OF THE CORPORATION.

1887-88.

SAMUEL ELIOT, *President.*
JOHN CUMMINGS, *Vice-President.*
EDWARD JACKSON, *Treasurer.*
M. ANAGNOS, *Secretary.*

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VISITING COMMITTEE.

[At a meeting of the board of trustees, held July 2, 1887, the following vote was passed unanimously: —

Voted, That the board of trustees appoint a visiting committee on the kindergarten consisting of twelve ladies, who shall visit the kindergarten and consult with the matron on its domestic affairs and extend towards the children such kind notice and advice as they may deem proper.]

Mrs. ELIZABETH C. AGASSIZ.
Miss BESSIE ANDREWS.
Mrs. WILLIAM APPLETON.
Mrs. MAUD HOWE ELLIOTT.
Miss CLARA T. ENDICOTT.
Miss SARAH B. FAY.
Mrs. JOHN L. GARDNER.
Mrs. THOMAS MACK.
Mrs. ROBERT TREAT PAINE.
Miss EDITH ROTCH.
Mrs. NATHANIEL THAYER.
Mrs. ROGER WOLCOTT.

OFFICERS OF THE KINDERGARTEN.

DIRECTOR.

M. ANAGNOS.

ATTENDING PHYSICIAN.

HENRY W. BROUGHTON, M. D.

Miss ISABEL GREELEY, *Matron.*
Miss NETTIE B. VOSE, *Assistant.*
Miss FANNY L. JOHNSON, *Kindergartner.*
Miss M. A. SWAN, *Kindergartner.*

Miss LILIAN MAY FLETCHER, *Special teacher to* EDITH THOMAS.

INCORPORATION OF THE KINDERGARTEN.

On application of the trustees of the Perkins Institution and Massachusetts School for the Blind, the following act of incorporation was passed by the legislature at its last session : —

Commonwealth of Massachusetts.

In the year one thousand eight hundred and eighty-seven.

AN ACT

To authorize the Perkins Institution and Massachusetts School for the Blind to hold additional estate for the purpose of a Kindergarten for the Blind.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by authority of the same, as follows : —

Section 1. The Perkins Institution and Massachusetts School for the Blind is authorized to establish and maintain a primary school for the education of little children, by the name of Kindergarten for the Blind, and to hold for this purpose real and personal estate to an amount not exceeding two hundred and seventy-five thousand dollars in addition to the amount it is now authorized to hold.

Sect. 2. The said Kindergarten for the Blind shall be under the direction and management of the board of trustees of said corporation.

Sect. 3. This act shall take effect upon its passage.

House of Representatives, March 14, 1887.

Passed to be enacted.

CHAS. J. NOYES, *Speaker.*

In Senate, March 15, 1887.

Passed to be enacted.

HALSEY J. BOARDMAN, *President.*

March 15, 1887.

Approved.

OLIVER AMES.

Secretary's Department, Boston, March 30, 1887.

A true copy.

Witness the Seal of the Commonwealth.

HENRY B. PEIRCE,

Secretary of the Commonwealth.

KINDERGARTEN FOR THE BLIND.

FIRST ANNUAL REPORT OF THE DIRECTOR.

"Henceforth their tears shall cease to flow,
Nor shall they utter plaint nor sigh,
Who, having drunk the draught of woe,
For joy's sweet cup may set it by."

MRS. JULIA WARD HOWE.

TO THE BOARD OF TRUSTEES.

Gentlemen, — Of all the new-born blessings that have come during the past year, bringing their prophecy, their hope and cheer, like the melodious benediction of the advent angels, the inauguration of the kindergarten for little sightless children is the most precious.

For some time past the consummation of this project has been the uppermost thought in my mind and has completely controlled my energies, and it is with a sense of unalloyed satisfaction and ineffable pleasure that I present the first annual report of the infant institution.

Who does not rejoice in the success of a benevolent enterprise so full of promise to the blind, so honorable to the community at large, so creditable to our civilization and so encouraging to the friends of suffering humanity and of social progress?

Before proceeding to give a brief account of the organization of the kindergarten, and of its actual operations during the past five months, I beg leave to repeat here a few remarks of an historical character which were primarily prepared for another purpose.

Origin and Growth of the Kindergarten.

"From the low prayer of want and plaint of woe,
O never, never turn away thine ear!
Forlorn in this bleak wilderness below,
Ah! what were man should heaven refuse to hear?"

Beattie.

The plan of establishing a kindergarten and primary school for the blind had its origin in a careful study of the condition and needs of a large number of little children and in an ardent desire to shield them from all pernicious influences during the springtime of their lives, as well as to bring within their reach the inestimable benefits of home and the means of physical, mental and moral development.

We learned by experience a long time ago that our system of education, with all the progress and improvement it had constantly been making, was not yet complete. An essential element was lacking at its very base. The link necessary to attach its chain to a solid foundation was missing. For reasons relating partly to the want of room, but chiefly to the undesirableness of congregating or

herding promiscuously together under the same roof little blind children and older boys and girls, no satisfactory provision could be made for the instruction and training of the former, no light could be procured to illumine their pathway and reveal to them the many things that without its help must lie hidden in darkness.

It is unquestionably true, however, that these tiny members of the human family are in greater need of early attention and of wise cultivation of their faculties than their seeing brothers and sisters. The ills attendant on their infirmity and, in many instances, the nature of their environment make their claim for outside aid an imperative one. Midnight darkness enshrouds them from the cradle, and no twinkling star-gleams light their pathway. Born, for the most part, among the poorest and most ignorant classes of society and cut off from all healthful enjoyments, they enter upon the career of their existence with weary heads, aching hearts and feeble footsteps. From the nature of their calamity they start out handicapped in the race of life, and they too often fall back into idleness and stolidity. Distress, danger and disease surround them everywhere. Scarcely a ray of gladness illumines the dreary monotony of the days and weeks and months of their sad lot. They are exposed to all sorts of poisonous influences which stunt their physical growth, dwarf their mental development, and render them victims

to an intellectual blight that often approaches closely to imbecility. The word "home" is a travesty when applied to the dismal abodes in which they pine away and wither beneath the biting frosts of destitution and neglect. Buffeted hither and thither they crawl out into the sunlight, half-frozen and half-starved. Enveloped by the thick clouds of want and privation they are beyond the reach of the vivifying warmth of happiness in childhood, and, as a consequence, they seldom develop those latent stores of spiritual heat which feed the noblest forces of the being. The tempestuous storms of wretchedness roar over and around them. Grief and sorrow are their habitual visitors, if not their constant companions. In short, affliction and misery constitute the upper and the nether millstone between which they are threatened with being crushed and ground forever.

"Alas! misfortunes travel in a train,
And oft in life form one perpetual chain."

What a gloomy aspect the condition of these hapless children presents to all feeling and sympathetic persons! Who can stop to think of it without a throb of the heart? Who can measure the depth and breadth of their woes and sufferings and attempt to picture them to himself or relate them to others without a tear?

"Quis talia fando
Temperet à lacrymis?"

Now reflection, experience and common sense all combine to show that the salvation and future welfare of these children depend wholly upon their being removed from their gloomy habitations before vice and error can take root, and placed in a pleasant and cheerful home — a veritable sunny nursery — where the golden beams of education will shine upon them, and the silken cords of judicious care and parental love twined together will draw them out of the darkness of misery, sloth and torpor into the glorious light of comfort, diligence and activity. In the great procession of humanity it depends upon us whether their places shall be high or low, good or bad, pure or vicious, useful or helpless.

There is nothing so important for them as primal work. Energetic husbandry in the spring brings a good harvest in the summer. For formative purposes childhood is the most valuable period. It is humanity's fortress against the encroachments of sin. Its influences resemble the letters cut on the bark of a young tree which grow and widen with age. The impressions made during its early bloom are never effaced. Like a mirror it reflects in after-life the images of the objects which were first set before it. The ideas implanted in the mind at the very dawn of intelligence are like seeds dropped into the ground — they lie there and germinate for a time, afterwards springing up in acts and thoughts and

habits. Gœthe's words, "early training makes the master," express a truth which is confirmed by universal experience. Unless the soil is well husbanded in season, and freed entirely from all baneful growths, brambles will choke the rising flower-plants, and the harvest will yield noxious weeds in place of delicious fruitage. It was Juvenal who said that the man's character is made at seven, and that what he is then he will always be. This may seem a startling assertion, but Lycurgus, Plato, Aristotle, Plutarch, Bacon, Locke and Lord Brougham, all emphasize the same idea. Philanthropists, thinkers and leading educators of recent date bear convincing testimony to its correctness. Nor is there a single dissenting voice on this point among those who devote themselves to the cause of the elevation of the blind. On the contrary they all agree with perfect unanimity that the period of early childhood, when mind and character are alike pliable, is the time most favorable to the eradication of vicious propensities and to the development of latent possibilities for good; and that infant schools, organized and carried forward on the kindergarten plan should constitute the first round in our educational ladder.

Froebel's system is admirably suited to the instruction of little sightless children. It provides for the nourishment of each root of the being. It cultivates head, heart and hand, and makes the body agile and lithe. It is the water turned upon

the wheel to set it in motion. It is the rain and dew and sun to evoke the sleeping germ and bring it into self-activity. It is the best agency for drawing out all that lies dormant in infant nature, for directing the budding faculties, guiding the instincts and desires, and furnishing the right food for mental and moral growth. Its plays and games, enlivened by music, form a beautiful series of gymnastic exercises adapted to tender years and filled out with the buoyancy of pure sportiveness. Habits of observation, industry and attention, accuracy of perception, a sense of harmony, fertility of imagination, manual dexterity and the first principles of reasoning are all taught by means of the gifts, or simple toys, in a most rational and impressive manner. Whatever comes in at the open door of the senses is turned into practical power. In their occupations in the kindergarten the children are trained to handle, reconstruct, combine, invent and create. They must work for what they obtain. They learn through doing. Thus they develop patience, perseverance, skill, self-control and force of will. They are encouraged by what they accomplish to aspire to fresh achievements. Their knowledge is transformed, by degrees, into an element of production, or assimilated into character and competency for the highest uses of life. Moreover, Froebel's system affords to the blind unequalled facilities for gaining an adequate conception of forms of

various kinds, and rare opportunities for the practice and refinement of their remaining senses, especially that of touch, which is the most important factor of their education.

To procure for the little ones this early training of head, heart and hand has long been a matter of profound interest and constant study. Hence was conceived the thought of a kindergarten for their benefit. The idea gradually took definite shape, and a movement was inaugurated to carry it out. Earnest appeals were frequently addressed to the friends of humanity, beseeching them to join in the effort to throw around the little victims of affliction the mantle of protection and care, and to lead them —

> "Out of shadow into sunlight,
> Out of darkness into day."

The importance of the project, set forth in all its humane and educational, as well as in its economical and social phases, and urged upon the community at large with steadfast persistence, became evident to a large number of persons, seized upon their feelings and sympathies, and stimulated them to action. The phalanx of the promoters of the undertaking grew very rapidly in size and influence, and the means and methods which they devised or pursued for raising money constitute a most touching chapter in the annals of philanthropy. Seldom have so many hands been

stretched forth in aid of an educational enterprise. Concerts, entertainments, fairs, sales, exhibitions and subscriptions have all been resorted to, from time to time, in its behalf. The contributions came not from the great heart of Boston alone, which usually supplies the vital forces for all beneficent works, but various parts of New England responded to our call as they were moved by personal or public appeals. Many of the kindergarten schools, both large and small, situated in town and in the country, have sent their offerings, often accompanied by affectionate and encouraging messages. Little children have added their gifts with a loving spirit which magnified their intrinsic value. Young women, struggling hard for subsistence, have contributed their mite with exemplary self-denial; and, at the Perkins Institution, both teachers and pupils have labored untiringly in furtherance of the cause. The poor from the rude bench of toil, the rich from the velvet cushions of ease and affluence, the chief worshippers of Apollo and the muses from the summits of Parnassus, the strong and healthy from the field of their occupations, the lame and invalid from the depths of their imprisonment, — all vied with one another in the endeavor to render the lives of their little sightless friends more bright. Through their kind efforts and unceasing exertions funds were obtained, a large and suitable estate was purchased, a commodious and substantial building

was erected and furnished — in a word, what seemed to be a mere dream some five years ago has now become an accomplished fact; and Massachusetts again leads the way in the march of progress by establishing the first kindergarten for the blind.

Dedication of the New Building.

"Dedicate to nothing temporal."

Shakespeare.

The 19th of April last was a most significant day in the history of the kindergarten. It saw the consummation of a part of the fondest hopes of its projectors, and marked the completion of the fine spacious building and its formal dedication to the use of little sightless children.

There was a pressing demand for admission cards, but the number issued was strictly limited to the seating capacity of the hall. A distinguished company, representative of the benevolence, the intelligence, the refinement and the wealth of our community, attended the ceremonies. Never before have so many of our best citizens manifested such a deep interest in the welfare of the blind.

The exercises were all that could have been desired. Dr. Samuel Eliot presided and was at his best. He told the story of the project in a most admirable manner and paid a very beautiful tribute to the memory of its departed friends

and promoters. His words were so full of force and pathos that they seemed like sparks of fire leaping out from the forge of earnestness. Dr. Peabody used no exaggerated figure of speech in saying that he "had never heard eloquence more genuine, more fervent or better adapted to uplift the souls, warm the hearts and stimulate the generosity of those who listened." No less effective, discriminating, graceful and cogent were the addresses made by Rev. A. P. Peabody, D.D., Rev. Phillips Brooks, D.D., Rev. C. A. Bartol, D.D., Rev. Brooke Herford, Hon. J. W. Dickinson, and Mr. John M. Rodocanachi, the Greek consul; while the poem which was expressly written for the dedication by Mrs. Julia Ward Howe was a "gem of the purest lustre." The exercises were interspersed with excellent vocal and instrumental music furnished by the students of the Perkins Institution. The ceremonies were most impressive and interesting in all their features.

The influence of such an occasion could not be lost. Its echoes passed out into the social atmosphere and continued to vibrate there in ringing tones; and we can joyfully look towards the future, hoping that the tiny educational tree so auspiciously planted and so deeply rooted in the hearts and sympathies of a community whose generosity is proverbial, will thrive and spread its branches over all parts of New England, constantly bearing richer fruits and continuing to be

a blessing to humanity. We see as yet only the tips of its fair leaves as they are bursting from the calyx. It is reserved for the coming years to behold a most lustrous and fragrant bloom.

But while there is much in this garden of beneficence to cheer and encourage its friends and benefactors, there is also not a little to stimulate them to more earnest work, greater consecration of their energies, and larger gifts.

Opening of the Kindergarten.

"Large was the cave, but scarce at noon of day
The winding mouth received a feeble ray;
Yet from an opening to the right appeared
A beam of sunshine that the dwelling cheered."

Hoole.

Immediately after the dedication of the building the arrangements for the organization of the kindergarten were completed, and on the second day of May its doors were thrown open for the reception of pupils.

Owing to the want of sufficient funds only a small proportion of the little lambs — for whose rescue so many strenuous efforts have been put forward — was brought to the fold; but as soon as the necessary pecuniary means are procured none will be allowed to remain out of its luminous pale and grope in darkness.

It was a delightful and grateful privilege, that of welcoming the first cluster of ten pupils within

the walls of the dwelling that is brightened and cheered by the beams of intellectual and moral sunshine.

Thus the infant school was fairly launched on its career of usefulness, and the beginning of its active operations marks the birth of a new era in the education of the blind. Its work is carried on with regularity and good results, and we extend a most cordial invitation to its numerous friends and patrons to visit it and walk about its halls and schoolrooms, so that they may receive the silent but expressive blessing of its tiny pupils and learn in the true though mute eloquence of these humble individuals the luxury of doing good.

Number and Condition of the Children.

"Little by little the seed we sow,
Into a wonderful yield will grow."

The total number of pupils so far received at the kindergarten is 17. Of these 11 are girls and 6 boys. There are 4 more candidates who have already been accepted and will soon be admitted.

One of the little girls, Edith M. Thomas of Maplewood, is both blind and deaf. Of the peculiar characteristics of this case we will speak presently.

A brief statement of a few particulars and simple facts relating to the bodily and mental

condition in which some of the children were when brought to us seems to be in order here; for it will give a better and clearer idea than could otherwise be obtained of the misery and wretchedness of their surroundings in some cases and of the ignorance and indulgence of their guardians in others. It will also bear convincing testimony to the imperative necessity of primal work and of the measures which have been urgently advocated for the mitigation of the cruel blows of fate and the woes produced by neglect.

H. R——, aged 7 years, on entering the school was very delicate and feeble in body, and so indolent both mentally and physically that she manifested no interest in anything, and was averse to making the slightest effort in any direction. She had evidently been tended and cared for like a baby, and was nearly as helpless. After having been assisted in dressing and undressing several times she was allowed to take off her clothes alone. She succeeded in getting her feet into the neck of her night-gown, and then stood helpless. She had to be dragged out of doors to take exercise, and when the matron tried to teach her to pick up small stones and throw them, her unwilling and unskilful fingers feebly tossed them into her own face. In a few weeks her little pale countenance had begun to look rosy. She had gained in flesh and walked with a firm step. She had learned to dress and undress herself with but

slight assistance, and willingly performed the little exercises in which she was trained.

R. A. W——, aged 9 years, is the child of very poor parents, who live in the narrowest and most unhealthy quarters. Her condition on entering the school bore witness to the bad results of overcrowding and neglect, which made it necessary to have her head carefully shaved, as well as to take other measures to ensure cleanliness. She is a very intelligent and interesting little girl, and promises to do well.

C. B. S——, although the oldest pupil in the school, seemed at first to be one of the most hopeless cases, on account of her utter lack of manual dexterity. She had a habit of leaning forward, rocking her body to and fro, and shaking her arms and hands convulsively. Her fingers were like sticks, and, despite the fact that she is ambitious to acquire skill in using them, and is interested in her tasks, the difficulty with which she learns enforces the truth that early training is indispensable for the fullest development. She has already improved a good deal, however, and performs some of the simplest kindergarten work with a fair amount of skill. She greatly delighted her teacher recently by standing erect and quite still while repeating a little poem she had learned.

W. L——, aged 6 years, is the youngest child in the group. Although very small in size and utterly helpless he is quite intelligent and very

loquacious. The following letter, which was written to his mother from his dictation, is a fair sample of his mental capacity: —

Mamma, how are you getting along? I am getting along pretty well. Very good letter I writ now.

How is Mary Jane getting along? Is she coming to see me? Is she going home? — and she's home now. It's a funny letter.

I writ Miss Bangs. I put on, "Dear Miss Bangs." Don' tell her that! — shows I thought of her, doesn't it?

Mamma, are you coming to see your boy?

Edith M. Thomas, blind and deaf. This little girl was born in 1879, in Chelsea, Massachusetts. She was a very bright and active child, physically and mentally well developed. At the age of four years she was attacked with malignant scarlet fever and diphtheria. She was unconscious for a long time, and little, if any, hope was entertained of her recovery. She finally rallied, however, but her sight was gone, and the loss of the senses of hearing and smell and of the power of speech gradually followed. At the age of six years she had become totally deaf. Owing to the loss of hearing her speech degenerated, becoming less frequent and more inarticulate, until it has now ceased almost entirely. Only at rare intervals, and under the impulse of some powerful emotion, she utters a few words. It is only a few weeks since she entered the kindergarten. She is physically strong and healthy, and eager to

examine every new thing which comes within her reach. She is especially fond of playing and romping out of doors. Both confinement and mental application are irksome to her. When she came to the school no channel of communication with her mind had yet been opened, and what she did was simply an imitation of what had been done within her range of touch. A competent teacher has been procured for her, under whose tuition she has commenced learning the finger alphabet, and has already mastered four or five words. She can dress and undress and feed herself very well. She rolls up her napkin and puts it in the ring, and seems to be, by nature, skilful with her fingers.

This account might be enlarged by the addition of several other cases, but these are sufficient to illustrate the tale which has been often told, and to set its moral in relief.

Officers and Teachers.

"Now, trust me, 't is an office of great worth,
And you an officer fit for the place."

Shakespeare.

The present corps of officers and teachers of the little school consists of the matron, Miss Isabel Greeley; two kindergartners, Miss Fanny L. Johnson and Miss Maria A. Swan; and an assistant matron, Miss Nettie B. Vose.

The experience of the past few months enables

me to say that the selection of all these persons was a fortunate one, — for every one of them has proved to be true to the trust reposed in her, devoted to the welfare of the pupils, and faithful in the performance of the work allotted to her. But we were peculiarly fortunate in the choice of the principal officer.

The matronship of the kindergarten is a place of responsibility and importance. It may be properly likened to the heart of the organic structure of the household. Hence its occupant must be a person of rare gifts. She must unite excellent moral character and uncommon intelligence with good judgment, executive ability, talent for practical business, winning manners, tact, industry, patience and genuine motherly love for children. Moreover she should be entirely free from the vice of selfishness, as well as from the dreadful chronic disease of fault-finding, the victims of which are out of harmony with their environment wherever they may be, while in a public institution they become veritable nuisances. Miss Greeley is, both by nature and attainments, eminently fitted for the varied and exacting duties of the office. Blessed with a cheerful disposition which inclines her to look steadily on the sunny side of things, and animated by an ardent desire to promote the interests of her charge, she fills her position with marked efficiency, gentle firmness and dignified urbanity. Thus far her administration of the affairs

of the kindergarten has been so prudent and economical as to merit the unreserved commendation of your board and the approval of the friends and patrons of the establishment.

Miss Johnson, the teacher who first organized the classes and instructed them for several months alone, is a well-trained and capable kindergartner, a thorough believer in Froebel's methods and practices, and has proved herself very successful in her work.

Miss Swan has been recently employed to take charge of the little boys, and is striving conscientiously to become acquainted with their special requirements and to give satisfaction in the performance of her duties.

Miss Vose is a valuable assistant to Miss Greeley. Like her chief she is very fond of children, and her daily ministrations to their wants, enhanced by the amiableness of her character and the sweetness of her disposition, are a source of comfort and happiness to them.

One of the leading physicians of Jamaica Plain, Dr. Henry W. Broughton, has kindly consented to attend, gratuitously, to any cases of illness which may occur among the children, and I am glad to avail myself of this opportunity to tender to him my cordial thanks and grateful acknowledgments.

Financial Status of the Kindergarten.

"All debts are cleared."

Shakespeare.

At the dedicatory ceremonies of the kindergarten reference was made to its financial status, with special emphasis, by several speakers. It was then announced that, despite the strenuous efforts which had been put forth to raise the necessary funds, the amount of $11,000 was still needed to complete the payments for building and furniture. In addition to this the sum of $5,000 was required for the current expenses of the year.

The Rev. Phillips Brooks, on being informed at the close of his eloquent address of the exact pecuniary condition of the infant school, asked permission to make a few supplementary remarks on this point, and spoke as follows: —

Will you allow me to say, before the next speaker is announced, that I was not aware, while I was speaking, of exactly the financial condition in which this kindergarten stood? I have heard, since I finished what I said just now, some particulars which I did not know then; and I have also received one communication which I feel that I must make to this meeting, and then leave it to its responsibility. I understand that there is a debt of eleven thousand dollars upon this kindergarten as it stands today. One person now present offers to give one of those eleven thousand dollars provided the other ten be also given. Such a communication ought to be put immediately before the rich and generous people of Boston who are here this afternoon. The promise of one-eleventh

ought certainly to lead people to think whether they are not able to give their elevenths of it, and so let this institution go forth absolutely without a debt to the good work which it will have to do.

The warm and hearty approval with which these words were received indicated that they sank deep in the souls of those present, and touched a responsive chord in their feelings.

At the end of the meeting Dr. Eliot came forward with a generous gift of money which he had brought with him for the purpose. He was followed by that Nestor of Boston's benevolence, Mr. William Endicott, Jr., who started from home for the kindergarten with one of the elevenths in his pocket. In the forenoon of that day a letter was received from Mrs. William Appleton, in which she expressed her regrets at her inability to attend the exercises and at the same time enclosed her eleventh.

On the following morning Mrs. John L. Gardner, who was the authoress of the anonymous communication read by Dr. Brooks, sent her eleventh, and appealed to others to do likewise. Her efforts in this direction bore fruit. Then the chorus of liberal givers was joined by such stanch friends and constant benefactors of the blind as Mrs. J. Huntington Wolcott, Miss Edith Rotch, Mrs. Sarah S. Russell, Mr. T. Jefferson Coolidge, Mrs. Martin Brimmer, Miss Louisa M. Alcott, Mrs. Benjamin Rotch, Mr. William

Amory, Mrs. J. Templeman Coolidge, Miss Helen C. Bradlee, the Orpheus Musical Society, Miss S. G. Littell, Mr. John Foster, Mrs. Sarah M. Pratt, Mrs. Louis Agassiz, Mr. and Mrs. Charles Merriam, Rev. Dr. Bartol and sister, the Misses Crufts, Mrs. M. Day Kimball, Mrs. David P. Kimball, Mr. William Montgomery, the Misses Cheever, Mrs. N. M. Field of Monson, and a host of others. It seemed as if the hearts of the entire community were beating warm and high toward the kindergarten. The result of this manifestation of active sympathy and good will — which shone like a fair white star in the firmament of beneficence — was most gratifying. It was publicly announced on a subsequent occasion that the whole amount of $11,000 had already been contributed.

Many were the warm friends and enthusiastic promoters of the cause of the little sightless children who assisted in the accomplishment of this noble end; but foremost among them was the honored and revered president of our corporation, Dr. Samuel Eliot. By the use of his pen and by his eloquent addresses he called public attention to the matter, and it was mainly due to his exertions that a fresh interest was awakened in many directions and substantial aid was secured in the way of donations and subscriptions.

Imperative Need of an Endowment of $100,000.

"Hard and long has been the contest,
But the victory is sure.
There is no doubt of the conquest,
If we to the end endure."

It is matter for thanksgiving and rejoicing that the incubus of debt has been lifted, and that the infant institution, like a fine vessel substantially built and well rigged, has been auspiciously launched on the voyage of its usefulness free from encumbrances. This was indeed a grand step in the right direction, full of cheer and encouragement, and we pray most fervently that it may be followed by others of equal importance and greater significance. What is now imperatively needed to place the kindergarten on a solid financial basis is an ENDOWMENT FUND OF $100,000, of which the income only should be used for current expenses, without encroachment upon the principal. This is the anchor of its safety, the prime condition of its growth, the talisman of its stability. Without a reliable source of revenue it cannot thrive and prosper; for this alone, and not the uncertain fruits of spasmodic effort, can infuse into its existence the sense of vitality and the essence of security. No matter how great an enterprise is in its conception and how beneficent in its purposes, freedom from pecuniary anxiety is

not merely a desideratum, but an indispensable element of its success.

The sum of nearly $3,000 has already been contributed towards this permanent fund, and we appeal to the generosity and benevolence of the friends of suffering humanity for the balance. We beg for a consideration of this object by those who are favored with the stewardship of riches and who are making plans for usefulness and beneficence. By gift, donation, annual subscription or legacy, — in some way we ask them to help us.

Will not the knights of wealth, as well as the public in general, assist in the endeavor to rescue some of the humblest and lowliest and most helpless children from the very jaws of wretchedness, and enable them to stand erect and walk in the paths of independence, virtue, dignity and self-respect?

We hear of hundreds of thousands of dollars being bequeathed every year to educational institutions. Will this stream of money pass by on the other side to enter the treasuries of wealthy colleges and universities already richly endowed and amply provided for? Have the little sightless children — neglected, underfed, scantily clad and suffering for want of proper care — no claims on the remembrance and kindness of the favorites of fortune? We plead, we implore, we entreat, that their cause shall remain forgotten no longer, and

that they shall not be denied a few crumbs at least of the rich intellectual and artistic feast which is constantly being increased both in quantity and variety for those who are in full possession of all their faculties.

Hopeful Outlook of the Future.

"I dimly guess from blessings known
Of greater out of sight."

Whittier.

In closing this report it affords me very great pleasure to state that the kindergarten has had a most auspicious beginning, and that it continues to receive constantly many evidences of regard and sympathy from all classes of society. Thanks to the assiduous efforts of its friends and to the generous assistance of its benefactors, it has won its way to public recognition and has been accorded a prominent place in the ranks of the most favored philanthropic enterprises. Its value as one of the most potent agencies in the education of the blind is universally acknowledged, and the signs are not wanting that the success which it has already attained is not only a demonstration of its beneficence, but also a harbinger of greater blessings to come.

Strong in the hope that active and efficient measures will be speedily taken to secure a firm and lasting foundation for the kindergarten, we look back upon its early history with gratitude,

contemplate its present condition with pleasure, and await the future with great confidence.

For a concise account of what has been done in the infant school during the brief period of its operations I refer you to the report of the matron, which is hereto appended.

All which is respectfully submitted by

M. ANAGNOS.

REPORT OF THE MATRON.

To Mr. M. Anagnos, *Director.*

Sir, — In making the first report of the kindergarten for the blind we are necessarily limited to giving an account of the simple beginning of the work.

The edifice provided for this object and recently dedicated opened its doors for the reception of pupils on the second of May of the present year. On that day ten children were received who completed one term of eight weeks, — the term closing June 29th for the summer vacation. Not until the school reopened in September did it enter upon its first full year of existence.

Never before, we believe, has a work of this kind been so favorably inaugurated under such suitable and complete conditions, and with such superior advantages for the early education of those whose physical limitations prevent them from pursuing studies by the usual methods furnished at the common schools. With thanksgiving word and song the kindergarten was dedicated to be the home of childhood, the school where true and harmonious development might be possible, the garden where each plant could grow in all beauty and usefulness. No indifferent hand had planted or builded here. Imprinted upon the prosaic walls of stone and brick was the benevolence of the community; into the very structure were wrought the tender ministrations of children,

the noble munificence of men and women; and when the building was completed and these little ones with unseeing sight came hither, they caught at once the animating spirit of the place, felt the gracious influence, the sunny attractiveness of their surroundings, and love, order and contentment were the first fruits of the enterprise.

The class numbered seven girls and three boys, the youngest of whom was six and the eldest ten years of age, the average age being eight years. There was no delay in taking up the simple course of instruction previously marked out; from the first day unto the last the life progressed harmoniously, and the quick response of the child's mind to the adaptive power of the system here taught was made apparent, as it has so often been before. One fact which has been many times reiterated was made palpably evident in this brief initial term, namely, that the earlier sightless children can have the benefit of kindergarten instruction, the better it will be for them, the younger the child, the more satisfactory will be the result. No question of expediency can be worth considering when the child's development imperatively demands that this training be begun at the earliest practicable age. The lack of mental and physical momentum in all children, even the most promising ones, of this class is too apparent to be gainsaid; and the surest and happiest antidote for listless inactivity, the best corrective of abnormal habits, is found to be intelligent occupation. Some children have this in their homes, but many do not. This is eminently what the training at the kindergarten for the blind bestows. It diligently cultivates all the senses

that remain to the sightless child, for when one avenue to the soul is closed light must enter in some other way. Ours be the gentle task to teach them —

"The sunshine by the heat,
The river's silver flowing
By murmurs at their feet,
The foliage by its coolness,
The roses by their smell,
And all creation's fulness
By love's invisible."

In eight weeks there was a noticeable improvement in the physical appearance of these children, due, we believe, to the regular employment of mind and body, and to physical exercise in the open air and in the gymnasium. No better evidence is needed to show the success of the work done by the teacher than was seen in the eager enthusiasm of the children for their kindergarten pursuits, and the marked progress made by them from day to day.

The vast possibilities of the work are alluring. This opportunity for intelligent monopoly of these early fleeting years of childhood is infinitely valuable and precious. Its solemn responsibility should be no temptation to renounce it. People can stand aloof and show their pity, but sympathy is the truer relation between souls. It makes each the helper of another. It renders work a pleasure and life a song.

Respectfully submitted by

ISABEL GREELEY,
Matron.

ACKNOWLEDGMENTS.

Among the pleasant duties incident to the close of the year is that of expressing our heartfelt thanks and grateful acknowledgments to the following artists, *littérateurs*, societies, proprietors, managers, editors and publishers, for concerts and various musical entertainments, for operas, oratorios, lectures, readings, and for an excellent supply of periodicals and weekly papers, minerals and specimens of various kinds.

As I have said in previous reports, these favors are not only a source of pleasure and happiness to our pupils, but also a valuable means of æsthetic culture, of social intercourse, and of mental stimulus and improvement. So far as we know there is no community in the world which does half so much for the gratification and improvement of its unfortunate members as that of Boston does for our pupils.

I. — Acknowledgments for Concerts and Operas in the City.

To Mr. Henry Lee Higginson we are under great and continued obligations for thirty season tickets to the series of twenty-four symphony concerts, and for twenty-eight tickets to an extra symphony concert.

To Mr. Eugene Tompkins, proprietor, and Mr. Henry A. McGlenen, manager of the Boston Theatre, for a pass admitting parties of above fifty in number to five or six operas.

To the Händel and Haydn Society, through its secretary, Mr. E. B. Hagar, for twenty-eight tickets to one concert.

To the Apollo Club, through its secretary, Mr. Arthur Reed, for six tickets to each of four concerts.

To the Boylston Club, through its secretary, Mr. F. H. Ratcliffe, for eight tickets to each of six concerts.

To the Cecilia, through its secretary, Mr. George D. Coale, for an average of eighteen tickets to each of four concerts.

To the Euterpe Society, through Mr. Arthur Foote, for an invitation to two concerts. To an anonymous friend, for two tickets to the same.

To the Boston Chamber Concert Society, through its secretary, Mr. John Cone Kimball, for ten tickets to each of eight concerts.

To Mr. Arthur Foote, for five tickets to one pianoforte recital and for a pass to one organ recital.

To Mr. Willard Burr, through Mr. George J. Parker, for an invitation to one concert.

To Mr. H. W. Holland, for four tickets to one concert.

To Mrs. M. Gascoigne Bullard, for an invitation to one pianoforte recital.

To Miss Anna M. Dunlap, for six tickets to one pianoforte recital.

To Abby W. Stone, for ten tickets to a pianoforte recital given in aid of the Children's Hospital.

To Ladies Schumann Quartette, through Mr. George J. Parker, for twenty tickets to one recital.

To Mr. George J. Parker, for ten tickets to concerts given by Miss H. Louise Laine and Miss Harriet Allen.

To Mr. Julius Eichberg, for twelve tickets to one violin recital.

To Mr. William Apthorp, for twelve tickets to each of four lectures on music.

To Rev. J. J. Lewis, pastor of the Broadway Universalist Church, for a general invitation to their concerts and lectures.

II. — Acknowledgments for Concerts, Lectures and Readings given in our Hall.

For a series of recitals, concerts and readings given from time to time in the music hall of the institution we are greatly indebted to the following artists : —

To Mr. Arthur Foote, assisted by Mr. George J. Parker, for one concert.

To Mrs. William H. Sherwood for two pianoforte recitals.

To Ladies Schumann Quartette, assisted by Miss Harriet Allen, pianist, and Mr. George J. Parker, vocalist, for one concert.

To Mr. Charles A. Bond, assisted by Miss Ada Drew and Miss Edith Hatch, vocalists, and Mrs. Jessie Hinckley Waterhouse, reader, for one concert.

To Mr. Homer A. Norris, organist, assisted by Miss Charity Martin and Mrs. Carrie Carper Mills, vocalists, and Miss Fanny Payne, pianist, for one concert.

To Mrs. Erving Winslow, for one reading.

To Mr. George J. Parker, assisted by Mrs. Ella Cleveland Fenderson, vocalist, and Mr. Pennington, accompanist, for one concert.

To Mr. Ernst Perabo, assisted by Miss Nora Bannfield, for one pianoforte recital.

To Prof. Carl Baermann, for one pianoforte recital.

III. — Acknowledgments for Books, Specimens, etc.

For various books, specimens, etc., we are indebted to the following friends : —

To Mr. Andrew Newell, and the Society for Providing Evangelical Religious Literature for the Blind.

IV. — Acknowledgments for Periodicals and Newspapers.

The editors and publishers of the following reviews, magazines, and semi-monthly and weekly papers continue to be very kind and liberal in sending us their publications gratuitously, which are always cordially welcomed and perused with interest : —

The N. E. Journal of Education, . . *Boston*, *Mass.*
The Atlantic, ... " "
Boston Home Journal. . . . . " "

Youth's Companion, ... *Boston, Mass.*
Our Dumb Animals, 2 copies, . . . " "
The Christian, ... " "
The Christian Register, ... " "
The Musical Record, ... " "
The Musical Herald, ... " "
The Folio, ... " "
Littell's Living Age, ... " "
Unitarian Review, ... " "
The Watchman, ... " "
The Golden Rule, ... " "
Zion's Herald, ... " "
The Missionary Herald, ... " "
The Well-Spring, ... " "
The Salem Register, ... *Salem, Mass.*
The Century, ... *New York, N. Y.*
St. Nicholas, ... " "
The Journal of Speculative Philosophy, . " "
The Christian Union, ... " "
Church's Musical Journal, . . . *Cincinnati, O.*
Goodson Gazette, . *Va. Inst. for Deaf-Mutes and Blind.*
Tablet, . . *West Va. Inst.* " " " "
Good Health, ... *Battle Creek, Mich.*
L'Amico dei Ciechi, ... *Florence, Italy.*
Valentin Haüy, a French monthly, . . *Paris, France.*

I desire again to render the most hearty thanks, in behalf of all our pupils, to the kind friends who have thus nobly remembered them. The seeds which their friendly and generous attentions have sown have fallen on no barren ground, but will continue to bear fruit in after years; and the memory of many of these delightful and instructive occasions and valuable gifts will be retained through life.

M. ANAGNOS.

EDWARD JACKSON, TREASURER, *in account with the* PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND.

For the financial year ending October 1st, 1887.

1886. Oct. 1, balance on hand,			$36,327 45
1887. RECEIPTS.			
Income from invested funds—			
General Fund,	$12,520 00		
Printing,	5,663 73		
		$18,183 73*	
State of Massachusetts,		30,000 00	
" of New Hampshire,		2,600 00	
" of Rhode Island,		5,825 00	
" of Maine,		4,800 00	
" of Connecticut,		4,825 00	
" of Vermont,		2,400 00	
Legacy, Richard Perkins,		20,000 00	
" Henry Gassett,		1,000 00	
" Dorothea L. Dix, for Printing Fund,		100 00	
General Fund, donation,		25 00	
" received of M. Anagnos,		5,757 81	
" unexpended balance,		13 24	
Kindergarten Fund, collected,		20,408 77	
" " rents,		998 50	
" " unexpended balance,		18 42	
Printing Fund, received of Miss Howes to print "Queen of the Pirate Isle,"		41 00	
" " sale of books,		797 68	
" " unexpended balance,		215 74	
			118,009 89

EXPENDITURES.		
To General Fund, paid drafts to M. Anagnos,		$60,000 00
" Printing Fund, " "		3,840 07
" " " discount on check,		25
" Kindergarten, paid drafts to M. Anagnos,		25,300 05
" Paid bills to F. V. Balch for legal services,		191 95
" " " L. S. Tuckerman, "		2 00
" " " safe rent for two years,		60 00
" " " treasurer for clerk hire,		250 00
" Invested funds, lent Geo. A. Goddard on mortgage at Beverly for three years 5 per cent.,		20,000 00
" " " lent B. F. Stevenson on mortgage at Medford, five years at 5 per cent.,		6,000 00
" " " bought 8,500 Chicago, Burlington & Northern R.R. bonds at 5 per cent.,		8,765 63
" " " bought 34 shares Chicago, Burlington & Quincy R.R.,		4,633 04
" " " paid balance due on exchange of 3,000 Eastern R.R. bonds for 31 shares preferred stock,		128 96
" " " paid balance due on 52 shares Fitchburg R.R. for 70 shares preferred stock,		72 20

Invested Funds—			To invested funds, bought 10,000 St Paul, Minn. & Manitoba R.R. 4 per cent. bonds,		8,800 00
Collected, Goddard mortgage,	12,000 00		" " " bought 10,000 Southern Kansas R.R. 5 per cent. bonds,		9,887 50
" Hobbs,	10,000 00		" " " bought 10,000 Kansas City, Clinton & Springfield R.R. 5 per cent. bonds,		9,952 50
" House of Angel Guardian,	5,000 00		" " " bought estate of Lyman Locke, Fourth street, South Boston,		15,450 00
" Wm. Gray, Jr., mortgage,	5,000 00	32,000 00	" " " bought estate of Otis D. Dana, unoccupied land on Fourth street, South Boston,		9,974 72
			" balance on hand,		3,028 47
Total,		$186,337 34	Total,		$186,337 34

* Less interest paid on bonds bought, amounting to $613.55.

BOSTON, Oct. 13th, 1887.

EDWARD JACKSON, *Treasurer.*

GENERAL STATEMENT OF RECEIPTS AND DISBURSEMENTS OF THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND FOR THE YEAR ENDING SEPTEMBER 30, 1887.

I. — INCOME.

State of Massachusetts annual appropriation,	$30,000 00	
Board and tuition, State of Maine,	4,800 00	
" " " of New Hampshire,	2,600 00	
" " " of Vermont,	2,400 00	
" " " of Rhode Island,	5,825 00	
" " " of Connecticut,	4,825 00	
" " private pupils,	425 42	
		$50,875 42
From tuning,		1,930 00
" admission fees,		81 45
" boys' shop,		61 92
" sundry small items,		482 46
" interest on mortgage notes,		9,787 16
" " on South Boston Railroad note,		412 50
" " on balances in N. E. Trust Co.,		695 79
" " on Eastern Railroad bonds,	60 00	
" " on Ottawa & Burlington Railroad bonds,	300 00	
" " on Chicago, Milwaukee & St. Paul bonds,	299 50	
" " on Boston & Lowell Railroad bonds,	50 00	
" " on Kansas City, St. Jo. & Council Bluffs bds,	350 00	
" " on Chicago, Burlington & Northern bonds,	487 50	
" " on Southern Kansas,	250 00	
" " on Kansas City, Clinton & Springfield,	250 00	
" " on Chicago, Burlington & Quincy,	1,080 00	
		3,127 00
" dividends, Fitchburg Railroad,	260 00	
" " Providence Railroad,	255 00	
" " Chicago, Burlington & Quincy Railroad,	732 00	
" " Eastern Railroad,	186 00	
		1,433 00
" rents, 11 Oxford street,	527 83	
" " South Boston,	2,814 00	
" " Roxbury,	998 50	
		4,340 33

I. — EXPENSES.

Maintenance,	$42,222 80	
Work department, men's shop,	2,154 94	
Tuning department,	912 34	
Rent of safe,	60 00	
Hire of treasurer's clerk,	250 00	
Rent of office,	250 00	
Expenses of printing department,	3,624 33	
		$49,474 41
Kindergarten, building,	17,151 34	
" furnishing,	4,064 96	
" maintenance,	2,857 90	
" insurance, taxes and repairs on property let,	1,207 43	
		25,281 63
Harris beneficiaries,		840 00
Legal services,		193 95
Interest, mortgages on houses bought,	256 25	
" accrued on bonds bought,	613 55	
Discount of cheque	25	
		870 05
Taxes, insurance and repairs on property from which income is derived, general account,		599 78
Bills to be refunded,		252 16
		$77,511 98

II. — INVESTMENTS.

Mortgage notes,		$26,000 00
Chicago, Burlington & Northern R.R. bonds,	$8,765 63	
Ten St. Paul & Manitoba R.R. bonds,	8,800 00	
Ten Southern Kansas, Gulf Division, R.R. bonds,	9,887 50	
Ten Kansas City, Clinton & Springfield R.R. bonds,	9,952 50	
Thirty-four shares Chicago, Burl. & Quincy R.R. stock,	4,633 04	
Eastern R.R. bonds exchanged for preferred stock,	128 96	
Balance due on 52 shares Fitchburg R.R. for 70 shares preferred stock,	72 20	
		42,239 83
Real estate on Fourth and Fifth streets,		25,424 72

From work department, men's shop,		2,776 56	New houses being erected on Fourth street,		12,498 49
" sale of books in embossed print,		797 68	Cash balance Oct. 1, 1887,		3,925 47
II.—Receipts, Exclusive of Income.		$76,801 27			
From legacies, general fund, R. Perkins,	$20,000 00				
" general fund, Henry Gassett,	1,000 00				
" printing fund, Dorothea L. Dix,	100 00				
" donations, general fund,	25 00				
" " printing,	41 00				
" " kindergarten,	20,408 77				
		$41,574 77			
III.—Collections and Sale of Stock.					
Notes collected,		$32,000 00			
Cash balance Oct. 1, 1886,		36,327 45			
		$186,703 49			$186,703 49

ANALYSIS OF THE MAINTENANCE ACCOUNT.

Meat, 32,154 lbs.,	$2,895 02
Fish, 4,383 lbs.,	207 27
Butter, 5,579 lbs.,	1,485 29
Rice, sago, etc.,	49 87
Bread, flour, and meal,	1,256 85
Potatoes and other vegetables,	719 74
Fruit,	452 98
Milk, 32,107 qts.,	1,687 09
Sugar, 8,025 lbs.,	491 43
Tea and coffee, 710 lbs.,	231 25
Groceries,	848 20
Gas and oil,	420 64
Coal and wood,	2,911 93
Sundry articles of consumption,	165 65
Wages and domestic service,	4,496 01
Salaries, superintendence and instruction,	17,443 70
Outside aid,	229 89
Medicine and medical aid,	18 10
Furniture and bedding,	1,303 85
Clothing and mending,	67 20
Stable,	370 00
Musical instruments,	677 64
Boys' shop,	80 00
Books, stationery and apparatus,	737 30
Construction and repairs,	2,036 80
Taxes and insurance,	781 00
Travelling expenses,	64 93
Sundries,	93 17
	$42,222 80

WORK DEPARTMENT, Oct. 1, 1887.

Statement.

Amount due Perkins Institution, ...			$47,400 35
Amount of receipts over expenditures, . .			621 62
			$46,778 73
Cash received during the year, ...			$16,278 45
Salaries and wages paid blind people, .	$3,676 19		
" " seeing people,	2,538 81		
Amount paid for stock, rent and sundries,	9,441 83		
			15,656 83
			$621 62
Stock on hand Oct. 1, 1886,	$7,427 38		
Adding error on stock, .	13 49		
		7,440 87	
Stock on hand Oct. 1, 1887,	$4,607 91		
Receivable bills, Oct. 1, 1887,	2,244 23		
		6,852 14	
			588 73
			$32 89

Printing Fund Statement Oct. 1, 1887.

Receipts.			*Expenses.*		
Income of invested funds,	$5,663 73		Labor,	$1,515 09	
Sale of books,	797 68		Stock,	503 66	
Donation,	41 00		Electrotyping,	617 90	
Legacy,	100 00		Binding,	454 25	
		$6,602 41	Type,	51 98	
			Machinery,	54 34	
			Books,	167 31	
			Board of printers,	200 00	
			Freight, cleaning, etc.,	59 80	
					$3,624 33
			Balance,		2,978 08
		$6,602 41			$6,602 41

Kindergarten Fund Statement Oct. 1, 1887.

Receipts.			*Expenses.*		
Donations (annuals $210),	$20,408 77		Building,	$17,151 34	
Rents,	998 50		Furnishing,	4,064 96	
		$21,407 27	Maintenance,	2,857 90	
Cash on hand, Oct. 1, 1886,		10,239 16	Insurance, taxes and repairs on property let,	1,207 43	
					$25,281 63
			Balance,		6,364 80*
		$31,646 43			$31,646 43

* Of this balance $2,896.96 belongs to the endowment fund. In addition to this there is a contract of $5,000 for grading, making a total of $7,896.96, which leaves a deficiency of $1,532.16 in the aggregate expenses.

The following account exhibits the state of the property as embraced in the books of the institution, Sept. 30, 1887: —

Real Estate yielding Income.		
House 11 Oxford street,	$5,500 00	
Three houses on Fifth street,	9,900 00	
House 537 Fourth street,	4,800 00	
Four houses on Fourth street, $22,450 00		
Less mortgages, 7,000 00		
	15,450 00	
Two brick houses,	14,900 00	
Three houses corner of Day and Perkins streets, Roxbury,	7,450 00	
		$58,000 00
Real Estate used by the Institution.		
Real estate used for school purposes, South Boston,		246,277 00
Real estate used for school purposes, Roxbury,		63,482 00
Unimproved land, South Boston,		9,975 00
Notes and Mortgages.		
Mortgage notes,		197,000 00
South Boston R.R. Co. note,		7,500 00
Railroad Stock.		
Boston & Providence, 30 shares, value,	6,540 00	
Fitchburg, 70 shares, value,	6,790 00	
Chicago, Burlington & Quincy, 100 shares, value,	13,500 00	
Chicago, Burlington & Northern, 3 shares, value,	210 00	
Eastern preferred, 31 shares, value,	3,331 00	
		30,371 00
Railroad Bonds.		
Eastern 6 per cent., 1 at $1,000, value,	1,250 00	
Boston & Lowell 5 per cent., 1 at $1,000, value,	1,000 00	
Chicago, Burlington & Quincy 4s, 27 at $1,000, value,	25,650 00	
Chicago, Burlington & Northern 5s, 14 at $1,000, value,	14,140 00	
Chicago, Milwaukee & St. Paul 6s, 5 at $1,000, value,	5,625 00	
Ottawa & Burlington 6s, 5 at $1,000, value,	5,500 00	
Kansas City, St. Joseph & Council Bluffs 7s, 5 at $1,000, value,	6,200 00	
St. Paul & Manitoba 4s, 10 at $1,000, value,	8,000 00	
So. Kansas, Gulf Division 5s, 10 at $1,000, value,	9,900 00	
Kansas City, Clinton & Springfield 5s, 10 at $1,000, value,	9,800 00	
		87,065 00
Amount carried forward,		$699,670 00

Amount brought forward, . . .	. . .	$699,670 00
Cash, ...	. . .	3,028 47
Household furniture, South Boston, .	$15,000 00	
Household furniture, Roxbury, . .	4,064 96	
		19,064 96
Provisions and supplies, South Boston, .	$716 64	
Provisions and supplies, Roxbury, . .	85 73	
		802 37
Coal, South Boston, ...	$2,909 00	
Coal, Roxbury, ...	250 00	
		3,159 00
Work Department.		
Stock and bills, ...	. . .	6,852 14
Musical Department.		
One large organ, ...	$5,000 00	
Four small organs, ...	300 00	
Forty-five pianos, ...	10,500 00	
Brass instruments, ...	500 00	
Violins, ...	35 00	
Musical library, ...	600 00	
		16,935 00
Printing Department.		
Stock and machinery, ...	2,500 00	
Books.	11,072 00	
Stereotype plates, ...	8,225 00	
		21,797 00
School furniture and apparatus, . .	. . .	7,000 00
Library of books in common type, . .	2,900 00	
Library of books in raised type, . .	9,500 00	
		12,400 00
Boys' shop, ...	. . .	115 13
Stable and tools, ...	. . .	596 00
		$791,420 07

The foregoing property represents the following funds and balances and is answerable for the same : —

General fund investments: Real estate, stocks, notes, etc. (including the Harris fund of $80,000 and the Richard Perkins fund of $20,000),	$261,119 59	
Less amount over-invested,	3,336 33	
		$257,783 26
Printing fund,		111,366 41
Kindergarten, real estate yielding income,	7,450 00	
Cash in treasury, $3,028 47		
Cash due from general fund, 3,336 33		
	6,364 80	
		13,814 80
Buildings, unimproved real estate and personal property in use for the institution, South Boston,		340,572 91
Land, buildings and personal property in use for the kindergarten, Roxbury,		67,882 69
		$791,420 07
Total amount of property belonging to the kindergarten,		$81,697 49
Total amount of property belonging to the institution proper,		709,722 58
		$791,420 07

KINDERGARTEN FUND.

List of Contributors.

From September 30, 1886, to October 1, 1887.

Amount acknowledged in the last annual report,	$60,595 51
Miss Ida M. Mason (third contribution),	1,000 00
Lawrence Model Lodging House (second donation),	1,000 00
Mrs. George Gardner,	500 00
Mrs. Eleanor J. W. Baker,	300 00
Miss A. C. Lowell (second contribution),	200 00
Misses Annie and Alice Matthews, proceeds of fair,	190 12
Proceeds of fair held February 22, by Emily Beebe, Marjorie Cochrane, Marion Fenno, Bessie Wells and Lina Stevenson,	117 00
Mrs. J. H. Thorndike (fourth contribution),	100 00
Mrs. J. H. Thorndike (annual),	10 00
Mrs. J. C. Phillips,	100 00
Miss Edith Rotch (second contribution),	100 00
J. B. Glover (second contribution),	100 00
Mrs. W. C. Loring,	100 00
A friend,	100 00
Miss Anne Wigglesworth (fourth contribution),	100 00
Mrs. W. O. Grover,	100 00
Mrs. Annie L. Cummings, Portland, Me.,	100 00
George W. Wales (third contribution),	100 00
C. W. Amory (third contribution),	100 00
Mrs. Mary E. Pierson (third contribution),	100 00
Proceeds of entertainments held February 22 by pupils of Perkins Institution,	75 70
Amount carried forward,	$65,188 33

Amount brought forward,		$65,188 33
Mrs. Francis Brooks, sale of "Heidi" (fourth contribution),	67 00	
M. M. D. and L. W. D. (second contribution),	50 00	
John Felt Osgood,	50 00	
Mrs. J. B. S. Jackson (fourth contribution),	50 00	
F. W. Hunnewell (second contribution),	50 00	
Citizens and Congregational Sunday-school of Kensington, N. H.,	41 00	
St. Peter's Sunday-school, Beverly (third contribution),	40 00	
Mrs. H. W. French, proceeds of children's fair in Roxbury,	37 72	
Mrs. W. S. Tilton,	25 00	
Joseph H. Center (third contribution),	25 00	
Miss Margaret C. Billings,	25 00	
Five Newport friends, through Miss Emily B. Chase,	25 00	
A friend,	25 00	
Miss M. A. Wales (fifth contribution),	25 00	
Mrs. F. A. Brooks (second contribution),	25 00	
Mrs. John Parkinson (second contribution),	25 00	
Miss Norcross (third contribution),	25 00	
Proceeds of fair, by Ethel Purdon and Margaret Lothrop,	21 50	
H. W.,	20 00	
Mrs. B. W. Taggard,	20 00	
Medford,	20 00	
Proceeds of pupils' concert in Rutland, Vt.,	18 85	
Proceeds of an entertainment by the Dozen Club,	12 00	
George W. Wales,	10 00	
Miss Lucy Lowell, annual,	10 00	
A friend, for books,	10 00	
Mrs. J. T. Clark,	10 00	
Amount carried forward,		$65,951 40

Amount brought forward,	$65,951 40
Miss Clara B. Rogers (second contribution),	5 23
C. E. Jenks (third contribution),	5 00
Miss S. Putnam,	5 00
Miss Mary R. Mason,	5 00
From the infant class of Congregational Sunday-school, Northborough, through Miss Small,	4 00
Children of Miss Perkins's kindergarten, Amherst (second donation),	2 50
H. S.,	2 50
J. D. R.,	2 00
A few children from district school No. 2, Little Compton, R. I.,	2 00
Miss Wiltze's kindergarten,	2 00
Mrs. Priest,	1 70
A friend,	1 00
A friend,	1 00
A young lady,	1 00
Miss Small's kindergarten,	56
Through Laura Bridgman,	50
Mrs. William Appleton (third contribution),	1,000 00
William Endicott, Jr.,	1,000 00
T. Jefferson Coolidge (second contribution),	1,000 00
Mrs. John L. Gardner (second contribution),	1,000 00
Mrs. Sarah S. Russell (second contribution),	1,000 00
Authors' entertainment, through Mrs. Porter,	546 00
Mrs. J. Huntington Wolcott (sixth contribution),	500 00
Miss Edith Rotch (second contribution),	500 00
John Foster,	500 00
K. P.,	500 00
Mrs. Martin Brimmer,	500 00
Concert by the Orpheus Musical Society,	342 00
Mrs. B. S. Rotch (fourth contribution),	300 00
Amount carried forward,	$74,680 39

Amount brought forward,	$74,680 39
William Amory,	200 00
Mrs. J. Templeman Coolidge (third contribution),	200 00
Mrs. Mary S. Curtis,	200 00
Miss Cornelia B. Boardman, proceeds of fair,	125 00
Proceeds of fair by children of Chauncy Hall School,	115 25
Sunday-school of First Church,	110 00
Dr. Samuel Eliot (second contribution),	100 00
Miss Louisa M. Alcott (second contribution),	100 00
Mrs. Sarah M. Pratt,	100 00
Friend B. H.,	100 00
Mrs. N. M. Field, Monson (second contribution),	100 00
—— ——	100 00
Mrs. M. Day Kimball,	100 00
Mrs. David P. Kimball,	100 00
Easter offering of Trinity Church,	100 00
Miss Helen C. Bradlee,	100 00
Mrs. R. C. Waterston,	100 00
Mrs. C. E. Ware (second contribution),	100 00
Rev. Photius Fisk, United States Navy,	75 00
Mrs. B. Joy Jeffries, to pay for bookcase,	75 00
Miss M. L. Ware (second contribution),	75 00
Proceeds of sale, by the children of Miss Rust's kindergarten,	63 00
Miss S. G. Littell (second contribution),	50 00
Rev. Cyrus A. Bartol,	50 00
Miss Mary Bartol,	50 00
The Misses Crufts,	50 00
Mrs. L. L. C.,	50 00
R. Sullivan (third contribution),	50 00
Mrs. Richard Baker, Jr. (annual),	50 00
Mrs. Charles Faulkner,	50 00
Amount carried forward,	$77,518 64

Amount brought forward, ...	$77,518 64
First Congregational Sunday-school, New Bedford (second contribution), ...	50 00
Mrs. E. C. Agassiz, ...	25 00
Mrs. Maud Howe Elliott, ...	25 00
Miss A. M. Cheever, ...	25 00
Miss M. E. Cheever, ...	25 00
A gentleman, ...	25 00
Mrs. Julia B. H. James (second contribution), .	25 00
Mrs. S. E. Guild (second contribution), . .	25 00
Cyrus Brewer, ...	25 00
Charles Merriam, ...	25 00
Mrs. Charles Merriam, ...	25 00
William Montgomery (third contribution), . .	25 00
Mrs. John F. Anderson, ...	20 00
Thomas Cushing, ...	20 00
Mrs. C. M. Weld, ...	20 00
A sympathizer from Revere, ...	20 00
S. B., additional, ...	20 00
An old lady, ...	20 00
Mrs. E. L. Davis, ...	20 00
Mrs. Hayes's school, ...	18 00
Mrs. Robert Swan (fourth contribution), . .	15 00
Miss Ellen M. Wheelock, ...	10 00
From a "brother,"	10 00
Miss Lilian Whiting, for May and June, . .	10 00
Miss H. Louisa Brown, ...	10 00
Miss Dorr, ...	10 00
H. W., ...	10 00
Miss H. W. Faulkner (annual), ...	10 00
Miss Faulkner (annual), ...	10 00
Mrs. Otis Norcross, Jr., (second contribution), .	10 00
Mrs. E. C. Morrison (annual), ...	10 00
Amount carried forward, ...	$78,116 64

Amount brought forward,	$78,116 64
Miss Julia Lyman,	10 00
Additional from fair held by the Misses Worthington,	8 50
Little folks at Miss Sampson's school, Charlestown (second contribution),	5 50
Mrs. Elizabeth O. P. Sturgis,	5 00
Miss Mary R. Parkman (annual),	5 00
Miss Helen Marrett,	5 00
Unitarian Sunday-school, Littleton (second contribution),	5 00
Dr. Elisha S. Boland,	5 00
Mrs. Dexter N. Richards,	5 00
K. T. B.,	5 00
Miss A. A. Greenough,	5 00
Children of Miss Soper's kindergarten, Somerville,	5 00
Miss H. Callender (annual),	5 00
Mrs. B. C. Vose,	5 00
Cash,	5 00
Isaac Fenno,	5 00
A young lady,	6 00
Friends from Danvers,	3 00
Little girls, through Miss S. F. Perry,	2 00
Mrs. Chamberlain,	2 00
A friend,	2 00
A little boy and girl, $1 each,	2 00
Miss Olive A. Prescott,	2 00
Miss William's kindergarten, Worcester,	1 75
Children of Cottage Place kindergarten, No. 2,	1 18
Master Charles Winslow and two other boys,	1 00
Rev. Mr. Rogers, Swampscott,	1 00
Harry Vose,	1 00
Through Laura Bridgman,	1 00
Master Walter J. Trowbridge,	75
Total,	$78,232 32

ENDOWMENT FUND.

The following additional contributions to the kindergarten for the blind have been received from date of June 13 to Oct. 1, 1887: —

Appleton, Mrs. William, fourth contribution,	$1,000 00
Bethmann's, Mrs., kindergarten children, third contribution,	1 18
Brooks, Miss,	2 00
——,	100 00
Children of the Brooklyn (N. Y.) Kindergarten, through Miss Sharp,	17 09
Children of District No. 2, Little Compton, R. I., proceeds of fair,	50 00
Children of Melville-street Kindergarten, through Miss E. Manson,	1 05
Children of Ruggles-street Kindergarten.	2 84
Coffin, S. R.,	2 00
Darling, Cortes A., Providence, R. I.,	25 00
Finney, Willie,	1 01
Flint, Charles L.,	100 00
Harrington, —,	1 00
Harrington, J. D.,	5 00
H. W.,	25 00
Kindergarten at Riverpoint, R. I.,	5 00
Lawrence, Mrs. Amos A.,	100 00
Marrett's, Miss M. E., Sunday-school class, Cambridge,	10 00
Merrill, Miss Frances S., proceeds of lawn party,	231 00
Montgomery, William, fourth contribution,	25 00
Shuman, Miss Lillian, proceeds of fair at Swampscott,	63 71
Standing, Samuel F.,	5 00
Amount carried forward,	$1,772 88

Amount brought forward,	$1,772 88
Sunday-school, Third Congregational Society of Cambridgeport,	6 10
Symonds's, Miss, kindergarten children, second contribution,	3 98
Thow, Mrs.,	4 00
Whitehead, Miss Emma,	5 00
Whitehead, Miss Mary,	5 0
Previously acknowledged:	
May, Miss Abby W., February, 1886,	100 00
Warren, Mrs. William Wilkins, June, 1887,	1,000 00
Total,	$2,896 96

All contributors to the fund are respectfully requested to peruse the above list, and to report either to Edward Jackson, *treasurer, No. 178 Devonshire street, Boston, or to the director,* M. Anagnos, *South Boston, any omissions or inaccuracies which they may find in it.*

The kindergarten has been in operation since last May. Seventeen children have been admitted, and more will be as fast as the means for their support are supplied. Five thousand dollars are needed for the current expenses of the year, which should be provided for by a permanent fund of $100,000. About $3,000 have been received thus far for this purpose. Further donations to this, as well as annual subscriptions, are most earnestly solicited, and will be gratefully acknowledged by

EDWARD JACKSON, *Treasurer,*
No. 178 Devonshire street, Boston.

LIST OF EMBOSSED BOOKS,

PRINTED AT THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND.

TITLE OF BOOK.	No. of Volumes.	Price per Set.
Book of Proverbs,	1	$2 00
Book of Psalms,	1	3 00
New Testament,	3	7 50
Book of Common Prayer,	1	3 00
Baxter's Call,	1	2 50
Hymns for the Blind,	1	2 00
Pilgrim's Progress,	1	3 00
Natural Theology,	1	4 00
Selections from the Works of Swedenborg,	1	–
Biographical Sketches of Distinguished Persons,	1	3 00
Biographical Sketch of George Eliot,	1	25
Memoir of Dr. Samuel G. Howe,	1	3 00
Howe's Cyclopædia,	8	32 00
Combe's Constitution of Man,	1	4 00
Cutter's Anatomy, Physiology and Hygiene,	1	3 00
"Life and her Children," or a Reader of Natural History,	1	3 00
Philosophy of Natural History,	1	3 00
Geometrical Diagrams,	1	1 00
Wentworth's Grammar School Arithmetic,	1	3 00
Huxley's Science Primers, Introductory,	1	2 00
Higginson's Young Folks' History of the United States,	1	3 50
Constitution of the United States,	1	40
Dickens's Child's History of England,	2	6 00
Freeman's History of Europe,	1	2 50
Schmitz's History of Greece,	1	3 00
Schmitz's History of Rome,	1	2 50
Guyot's Geography,	1	4 00
Scribner's Geographical Reader,	1	2 50
American Prose,	2	6 00
Most Celebrated Diamonds, by Julia R. Anagnos.	1	50
Dickens's Christmas Carol, with Extracts from Pickwick,	1	3 00
Dickens's David Copperfield,	5	15 00
Dickens's Old Curiosity Shop,	3	12 00
Emerson's Essays,	1	3 00
Extracts from British and American Literature,	2	5 00
George Eliot's Silas Marner,	1	3 50
Goldsmith's Vicar of Wakefield,	1	3 00
Hawthorne's Scarlet Letter,	2	5 00
Hawthorne's Tanglewood Tales,	2	4 00
Scott's Quentin Durward,	2	6 00
Scott's Talisman,	2	6 00
The Deacon's Week,	1	25
The Last Days of Pompeii, by Edward Bulwer Lytton,	3	9 00
Bryant's Poems,	1	3 00
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Youth's Library, vol. 3d,	1	1 25
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TERMS OF ADMISSION.

Candidates for admission must be over nine and under nineteen years of age, and none others shall be admitted. — *Extract from the by-laws.*

Blind children and youth between the ages above prescribed, and of sound mind and good moral character, can be admitted to the school by paying $300 per annum. Those among them who belong to the State of Massachusetts, and whose parents or guardians are not able to pay the whole or a portion of this sum, can be admitted gratuitously by application to the governor for a warrant.

The following is a good form, though any other will do : —

To His Excellency, the Governor.

Sir : — My son (or daughter, or nephew, or niece, as the case may be), named —— and aged ——, cannot be instructed in the common schools for want of sight. I am unable to pay for the tuition at the Perkins Institution and Massachusetts School for the Blind, and I request that your Excellency will give a warrant for free admission.

Very respectfully, —— ——.

The application may be made by any relation or friend, if the parents are dead or absent.

It should be accompanied by a certificate, signed by some regular physician, in this form : —

I certify that, in my opinion, —— —— has not sufficient vision to be taught in common schools ; and that he is free from epilepsy, and from any contagious disease.

(Signed) —— ——.

These papers should be done up together and forwarded to the DIRECTOR OF THE INSTITUTION FOR THE BLIND, *South Boston, Mass.*

Blind children and youth residing in Maine, New Hampshire, Vermont, Connecticut and Rhode Island, by applying as above to the governor, or the "Secretary of State," in their respective states, can obtain warrants for free admission.

The sum of $300 above specified covers all expenses (except for clothing), namely, board, lodging, washing, tuition, and the use of books and musical instruments. The pupils must furnish their own clothing, and pay their own fares to and from the institution.

An obligation will be required from two responsible persons that the pupil shall be kept properly supplied with decent clothing, shall be provided for during vacations, and shall be removed, without expense to the institution, whenever it may be desirable to discharge him.

The usual period of tuition is from five to seven years.

The friends of the pupils can visit them whenever they choose.

The use of tobacco, either in smoking or otherwise, is strictly prohibited in the institution.

Persons applying for admission of children must fill out certain blanks, copies of which will be forwarded to any address on application.

For further information address M. ANAGNOS, DIRECTOR, PERKINS INSTITUTION FOR THE BLIND, *South Boston, Mass.*

APPENDIX.

Proceedings of the Commencement Exercises

OF

THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND.

COMMENCEMENT EXERCISES

OF THE

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND.

The commencement exercises of the Perkins Institution, which are held annually at Tremont Temple, are looked forward to as the crowning event of the year, — the one day in which, as a school, it appears before the public on another stage than its own — and the class of graduates who this year anticipated, with mingled feelings of pleasure and regret, the receiving of their diplomas and taking leave of the school, was larger than usual.

But a peculiar interest pertains to the exercises of the present year, for the recent completion and opening of the kindergarten at Roxbury marks a new epoch in the history of the education of the blind as well as in the annals of the Perkins Institution; and as a visible assurance of the accomplishment of this long cherished hope the first class of little ones was to appear upon the platform.

The approaching exercises were announced in most of the newspapers of the city, in a form somewhat similar to the following, which appeared in the *Boston Post*, May 28: —

THE PERKINS INSTITUTION.

The annual festivals of the Perkins Institution for the Blind are always delightful occasions to all who are

interested in the cause of the education of sightless children and desirous of witnessing a brief illustration of the course of their instruction and training, and of its results. The commencement exercises of this year, which are to be held in Tremont Temple on Tuesday, June 7, at 3 P.M., will be no exception to the rule. They will represent the various departments of the school and give a hint of their respective work. Exercises in geometry, geography, reading by the touch, modelling in clay, military drill and gymnastics will be interspersed with piano and clarinet solos, and band and choral music. Dr. Samuel Eliot will preside and present the diplomas to a class of ten graduates. A brief opening address will be made by the Rev. M. J. Savage. Laura Bridgman will be present, as usual. The little children from the kindergarten recently opened at Roxbury will occupy seats on the platform, and on behalf of this department Mr. Harvey N. Shepard will address the audience. Cards of admission to the floor and first balcony can be obtained at the salesroom of the institution, No. 37 Avon street. The second balcony is open to the public whose attendance is cordially invited.

PROGRAMME.

PART I.

1. ORGAN. Fugue in G minor. . . . . *Bach.*
CHARLES H. PRESCOTT.

2. BRIEF OPENING ADDRESS.
REV. M. J. SAVAGE.

3. BAND. "Hallelujah Chorus," . . . . . *Handel.*

4. EXERCISE IN GEOMETRY.
By Nine Members of the Graduating Class.

5. PIANOFORTE SOLO. March from "Tannhäuser" (Wagner), ... *F. Liszt.*
C. A. W. Howland.

6. EXERCISE IN GEOGRAPHY.
George W. Hodgdon and Harry E. Mozealous.

7. READING BY THE TOUCH.
Mary Etta Ellingwood and Mary F. Grieve.

8. SOLO FOR CLARINET. Air and Variations, . . *Brepsant.*
Clarence W. Basford.

Part II.

1. GYMNASTICS AND MILITARY DRILL.

2. CHORUS FOR FEMALE VOICES.
"The Mountain Brook," . . . . . *Rheinberger.*

3. THE KINDERGARTEN. "Grandmother's Johnnycake."
Remarks on the Kindergarten by Harvey N. Shepard, Esq.

4. CHORUS FOR MALE VOICES. "Farewell," . *Mendelssohn.*

5. VALEDICTORY.
William Beard Perry.

6. PRESENTATION OF DIPLOMAS.
By Dr. Samuel Eliot.

7. CHORUS. "Wie schön leuchtet der Morgenstern!" *J. S. Bach.*

NAMES OF GRADUATES.

Caroline Eastman Adams.
Clarence Wilbor Basford.
Asa Everett Benson.
George William Brown.
Frederick Bates Gould.
Christopher A. Wickes Howland.
Elisha Robinson Kenyon.
William Beard Perry.
William Sterne Smith.
Patrick Francis Washington.

KINDERGARTEN FOR THE BLIND.

This institution has begun its work. The building expressly designed for it on a convenient and delightful site at the corner of Perkins and Day streets, Roxbury, was dedicated on the nineteenth of April, and opened to pupils on the second day of May. Ten children have been admitted, and more will be as fast as the means for their support are supplied.

Several thousand dollars are still needed to complete the payments for building and furniture.

Five thousand dollars are needed for the current expenses of the year. It is very desirable that these should be ultimately provided for by a permanent fund, and the consideration of this object by all who are interested in the blind, and particularly in little sightless children, is earnestly asked for.

Donations and subscriptions for the above purposes will be gratefully acknowledged by EDWARD JACKSON, *Treasurer*, 178 Devonshire street, Boston, Mass.

SAMUEL ELIOT, *President.*

M. ANAGNOS, *Secretary and Director.*

With each succeeding year the demand for tickets increases, and each year the supply is sooner exhausted. Many even of those who thought themselves early applicants were disappointed at learning that there were no tickets left.

The weather was favorable — a fair June day — and the Temple was crowded. The tickets stated that seats were not reserved after three o'clock, and when that hour arrived the crowd was allowed to enter and take the seats remaining. There was a sudden movement, and before one had time to realize its import not a vacant seat was to be seen on floor or balconies. Very many of the audience were still standing, however, and remained so until the close of the exercises. It was emphatically a good audience, not only in numbers but in the moral, intellectual and social culture which it represented.

On the platform, beside the school, were Dr. Samuel Eliot who presided, Mr. John S. Dwight, Rev. Minot J. Savage, H. N. Shepard, Joseph Glover, Samuel T. Cobb and others. A few seats farther back sat Laura Bridgman. Very pleasant it was to watch her expressive face when occasionally some old acquaintance took a seat beside her and, in the touch of the hand, she recognized some familiar friend, and they entered into an animated conversation with the fingers. But the centre of interest was the front row of little arm-chairs in which were seated ten little ones, the firstlings of the kindergarten for which Mr. Anagnos has been earnestly laboring for more than five years.

First on the programme was an organ solo, Bach's Fugue in G minor, performed by Charles H. Prescott, "with excellent taste and expression." Dr. Eliot then came forward and opened the exercises with the following remarks: —

Ladies and Gentlemen, Friends of the Blind and of the Perkins Institution and Massachusetts School: — I need not

invoke your kindly consideration of the exercises which have now been begun. Your presence here in these great numbers shows the interest which you feel in the school, in its members and in their work. I am sure that what you hear and see this afternoon will not diminish that interest, but, on the contrary, increase it a hundredfold. We are here assembled, as it were, in a great atmosphere of common sympathy, and before these exercises close we shall all agree that it has been good for us to be here.

I regret, and we all regret very much, the absence of His Excellency, the governor. For many years the commonwealth of Massachusetts has shown its concern for this, one of its most favored children, by the attendance and by the voice of its chief magistrate; and the governor has not left us without an expression of his concern for us this afternoon, and I will read a note which he has addressed to the director of the school: —

COMMONWEALTH OF MASSACHUSETTS.

EXECUTIVE DEPARTMENT, BOSTON, June 3, 1887.

MR. M. ANAGNOS.

Dear Sir: — I am in receipt of your favor inviting me to attend the commencement exercises of the Perkins Institution and Massachusetts School for the Blind, which are to occur in Tremont Temple on the afternoon of Tuesday the 7th instant.

As my engagements for that day will take me to Brockton in the forenoon and to North Easton in the afternoon, I shall be unable to do as you desire.

Regretting that I cannot be with you and having for the institution of which you have the charge the kindest feelings and the best wishes for its prosperity and success,

I am yours very respectfully,

OLIVER AMES.

I have now the pleasure of inviting you to listen to the Rev. Minot J. Savage, who, as the programme has already informed you, has been good enough to consent to deliver the opening address.

OPENING ADDRESS.

BY REV. MINOT J. SAVAGE.

Ladies and Gentlemen: — It has never been my pleasure to attend one of these commencement exercises before, and I hardly know in what terms I ought to speak. When I stand in the presence of a brother or sister less favored by natural gift or endowment than myself, I feel touched, as I know you all do, with the tenderest sympathy, and feel humbled as I never do on any other occasion of my life. I cannot understand the state of mind of those who can thank God that they are "not as other men," or who can, as they say, feel thankful that they have not been afflicted as has a brother or a sister. I am grateful; but I am humble and sympathetic to the extent of even making me forgetful of gratitude. And when any man or any number of men, through their wisdom, through their patient toil and teaching, are able to take these, the lesser endowed of our fellows, and give them, as it were, a substitute for that of which they have been deprived, or which has never been theirs, it seems to me one of the sublimest, one of the grandest things of which I can conceive. To create a new sense, if it were possible, would be the same thing, practically, as to create a new world. Each one of our senses — touch, taste, hearing, smell, sight — brings us into contact with a new universe; and they who lack one of these senses are shut out, for the time, from one of the mansions in the great house of our Father.

I have wondered sometimes, and I gave expression to this wonder this afternoon in talking with one of my friends before we came in here, — I have wondered why it is that the lack of sight appeals so to popular sympathy more than loss of hearing, more than the loss of some of the other senses. I suppose it is, perhaps, because this is such a glorious, such a resplendent world to those of us who can see; it appeals to us in so dramatic a fashion that we cannot understand how the

loss of this sense could be quite paralleled by the loss of any other faculty or power.

As to this matter of a new sense creating a new universe, perhaps it is worth while for a moment, taking this as a starting point, for us to think it out a little and see how wondrous a universe this is, how the most magnificently endowed of us come into contact with only a very small part of it, and how it is possible for us who, as we think, have all the senses, and those finely trained and cultured, still to train ourselves to come ever into contact with higher and deeper things in this inexhaustible world of our Father. As you are aware, it requires a certain rapidity of palpitation of the ether, there must be a certain number of thousands of wave motions in a second striking the eye, before there is produced this wonderful result that we call seeing; and then if the rapidity is increased and passes beyond a certain other number, we cease to be able to see again. But the point I wish to suggest to you is that all we see is just a little universe within two lines; that there is an infinite universe invisible on one side, and another, practically infinite, invisible on the other; so that if we could have a sixth sense, a seventh, an eighth, or any wonderful extension of these that we now possess, the universe would become to us most grandly large.

But these friends of ours who have lost or have never possessed the sense of sight do have that power which science has told us is the root, the germ, the beginning of all the other senses. We are familiar by this time with the term "evolution," with the idea of development; and we know that all the fine, wonderful and beautiful things that make up the world around us have grown from very small and insignificant beginnings; and so we know that it is the marvellous sense of touch, — this sense that has given Laura Bridgman almost as grand a world as any of us possesses,— simply the sense of touch that is the starting-point of all the senses — of sight, of hearing, of smelling, of tasting; for when we see, it is because the molec-

ular movements of the air or of the ether come in contact with, that is touch, the eyes, and then there goes on that wondrous process that nobody has yet been able to explain by which this physical touch is translated into the sense of seeing, that nobody has ever been able to understand. I, for one, am exceedingly grateful when I consider the fact that those who do not see in the sense in which we are able to use our eyes, are yet able by the wonderful power which they have developed in their fingers to enter into those other worlds, the universe of thought, of feeling, of truth, of nobleness, which makes them kin with us and children of God.

And, friends, there is one thing that it seems to me we may profitably remember this afternoon, and that is, that we who think we are in contact with all that is fair and desirable in God's grand universe, we who think we have all the senses and faculties with which humanity is endowed and that thus we are able to possess God's glorious worlds, — it may be true concerning us that even these who are blind see more than we do; for, after all, this outer world, magnificent as it is, glorious as it is in color, beautiful and bright with sunshine, lovely with the stars at night, this is only the outer house of God, only the shell of that which makes his real world. I know and you know men and women who can see, who can touch, who can taste, who can smell, who can hear, who are blind still; blind to truth, blind to justice, blind to tenderness, blind to brotherly love, blind to kindness, blind to all those things that really make us human, blind to those things that make us crowned children of God. So that we need not only to be interested in these our friends as they are trained and cultured into a substitute for that which they have never possessed in the same sense as ourselves, we need to learn a lesson from them: for, perhaps, contented with the outer as we may be, we may wake up by-and-by to find that they have been in contact with that which is invisible, while we, lost and absorbed in the external, have forgotten these inner, grander worlds of the Almighty.

And then I am glad and grateful as I look toward the future. The older I grow the more certain I grow that this life which we are living here is only, after all, to us what the Perkins Institution for the Blind is for its inmates — only a school in which we are to learn to see a little better, learn to see a little more deeply; and I believe that all of us, and they with us, shall graduate by-and-by into a world so much finer, so much more beautiful in color, so much more intense in its thrilling, throbbing life than we are familiar with here, that they shall forget all this deprivation, all these dark years, as it seems to us, as we may forget a day's disappointment of our childhood. And so I believe that God, the kind Father of us all, holds them and us equally in his keeping and that he will bring us by-and-by to see grander things than any of which as yet we can dream.

Your presiding officer suggested a thought that would have been fitting for my opening, but which I will use for my close. It hardly seems necessary for me even to refer to it. It is the thought of the public interest in this work, the sympathy of the people in what is being done, and their readiness ever to rally to its hearty support. When I looked over this floor and through these galleries and saw the throng of people, and learned that these meetings are always just as thronged, it seemed to me that all that it was necessary for me to do in this regard was, on behalf of Mr. Anagnos and the Institution for the Blind, to thank you most heartily for that interest which does not need stimulating, because it already so grandly exists.

The address was delivered with a depth of feeling which emphasized the noble thoughts which it expressed, and sent them home to the hearts of the audience.

The *Hallelujah Chorus*, by Händel, was then given by the brass band of the institution, and was followed by a geometrical exercise in which the young men of the

graduating class demonstrated the theorem that "the square of the hypothenuse of a right-angled triangle is equal to the sum of the square of the two other sides." For the assistance of the audience the master, Mr. J. M. Hulbert, had drawn the diagram upon a blackboard, and followed with a pointer the demonstration given by the pupils from mental pictures. This exercise "called forth unqualified praise."

Liszt's arrangement of Wagner's March from *Tannhäuser* was played by C. A. W. Howland, one of the graduates, and was well received. He was greeted with bouquets as he left the piano.

The exercise in geography was given by George W. Hodgdon and Harry E. Mozealous, whose fingers seemed to recognize the outlines of the miscellaneous collection of states and countries from dissected maps as quickly as the eyes of the audience could do it. They named them and mentioned some fact of interest connected with each "with surprising readiness and quickness." While they were thus engaged another lad rapidly put together a dissected map of South America.

Reading by touch does not cease to excite the wonder and admiration of an audience. The selections were pleasing, the younger girl reading the story of the geese that claimed honor as descendants of the famous geese of old that saved Rome by their cackling; and the elder, extracts from *Silas Marner*, showing the development of his miserly character, the loss of his gold, and his finding of another treasure in the little child whose golden hair shining in the firelight at his feet first attracted his eyes with the hope that his gold had been restored. Their fluency was much commended, and it was remarked

that they fitted "the phrase to the thought with an expressiveness many a seeing child might envy."

The first part of the programme closed with an air and variations from Brepsant, played by Clarence W. Basford, another member of the graduating class, whose performance, as compared with that of last season, says an observer, showed "that he had been improving steadily through the year."

The second part of the programme opened with gymnastic exercises and a military drill. Ten little boys in dark blue flannel suits with large white neckties ascended the steps, deployed into position upon the stage and went through a series of dumb-bell exercises with almost perfect precision, guided only by the music of the piano. As they left the stage a like number of little girls appeared from the opposite side. They were dressed in white and carried light, silvered wands decorated with knots of pale blue ribbon. Their calisthenics, likewise performed to the music of the piano, made a picture which was evidently very pleasing to the audience. These, in turn, were followed by a squad of twelve young men in military uniform who were drilled under command of Col. John H. Wright, and afterwards executed the silent manual with equal precision. Each of these exercises elicited enthusiastic applause.

The Mountain Brook, by Rheinberger, was then sung by a chorus of female voices, and was warmly commended. Of this performance a critic remarked, "There are some remarkably fine voices among these girls, and that their musical instruction is of the best goes without saying."

To illustrate the kindergarten training pursued at the school several small tables were placed upon the plat-

form; twelve of the younger pupils were stationed at these and furnished with clay for modelling. The ten little children from the kindergarten proper, who have only been one month at school, were also similarly supplied, and all were soon busily at work. Dr. Eliot then introduced the next speaker with the following prefatory remarks: —

REMARKS ON THE KINDERGARTEN.

BY SAMUEL ELIOT, LL.D.

This is not the first time that kindergarten exercises have been performed in this place on this day, but it is the first time that pupils of the kindergarten proper, and in the department of this institution recently opened in Roxbury, have been present to take part in our commencement exercises. These ten little children seated in front of the platform come from the kindergarten, the especial kindergarten, which our director, our trustees, our corporation and this great-hearted community of Boston have been working for, and giving to, during the past five years. The kindergarten is an assured fact, and may be said to be independent of any new friends it may acquire; and yet it is the wish of all who are interested in it that it should be daily acquiring new friends, new benefactors. The money required for the erection and furnishing of the building has all been received and there is no longer any necessity for asking the citizens of Boston or its neighborhood to help us discharge any debt, or to complete the erection of any building, or to pay for any equipment. I rejoice that it is so, and that on this commencement day we can begin without the shadow of a dollar of debt resting upon this institution, in any part of it. It is an immense argument in favor of the kindergarten that it should have so touched the hearts of people within these very last few days that a deficit, as it might be called, rather than a debt, of $11,000, which existed

on the day when the new building was dedicated, exists no more. But as they used to say in France, "*Le roi est mort!*" "*Vive le roi!*" we are perpetually giving others an opportunity to share in the good work which interests us so deeply, and there is still a golden opportunity for all such as are liberally and beneficently disposed to establish this kindergarten on a perfectly safe foundation, so that its current expenses shall be met from a permanent fund. One hundred thousand dollars are enough for the present to create this permanent fund, and towards this $1,000 have already been received. This is an earnest of the thousands that are to follow. I am sure that if every man and every woman here this afternoon will bear away the impressions which these little sightless children cannot fail to make upon them, the $100,000 will not be long in coming into the treasury of the Perkins Institution. I need, however, say no more. You are to be addressed by one who is good enough to take an interest in this special department of our labors, and who will tell you all you need to hear about the blessings of the kindergarten for the blind. Harvey N. Shepard, Esq., will now address you.

ADDRESS ON THE KINDERGARTEN.

BY HARVEY N. SHEPARD, ESQ.

Mr. President, Ladies and Gentlemen: — To the time of Froebel very little change had been made in the ways and very little gain in the ends of teaching over those coming to us from the Middle Ages. It was the same old story of puzzles in grammar, as if one could learn to speak rightly, not by good reading, but by stupid trifles from the monks of the cloisters; of page after page told by rote from the spelling book, and of long lists of kings and queens and dates and cities and mountains, dry as the dust of a mummy and of no more use. Children were made parrots to do certain tasks and learn certain tricks, with no more meaning in them than the scholar

in Quincy felt when, after naming all the capitals of all the states in the union, she said they were not of the animal nor of the mineral kingdom, but of the vegetable.

Froebel chose rather the Greek idea: a graceful body and a sound mind; a strong being easily and pleasantly working for the love of all beauty in nature and in art, and the hatred of all vileness in others and in himself. The end before the Greek teacher was a whole man, by training all the powers of a child to their highest action, bodily and mentally, in harmonious development, into a being, joyous in its own life, and full of passion for grace and strength in every form, in the athlete, the soldier, the statesman, the poet or the philosopher. The result has been a rich heritage for the wonder and admiration of the world. Marathon and Thermopylae have stirred the souls of men for two thousand years, wherever and whenever patriots have risen to overthrow tyranny and dethrone wrong. The Parthenon and the head of the Olympian Zeus are the ideals in architecture and in sculpture for which artists may toil without hope ever to surpass their excellence. Homer, Herodotus, Demosthenes and Plato have given to us sublime works, which are the highest attainment of human genius and an inspiration for all time.

The Greek idea is only the natural idea, for nature is ever busy with children and leads them to the springs of knowledge and keeps them by the streams of learning, without suspicion on their part of task or toil. Their bodies grow in strength, grace and beauty when they chase the yellow butterfly across the green waves of the meadow, or fill their arms with crimson clover and golden buttercups, or follow the bleating sheep by the rippling brooks into the forest of stately pines and broad reaching oaks. Their souls grow in purity and truth and simplicity when they watch the glory of the sunshine upon the hills and its rainbow tints on the white caps of the distant mountains, or hear the vast ocean breaking in wrath upon the iron rocks of the shore, or feel the awful grandeur of Orion

and the innumerable stars piercing through the darkness of night.

This is Froebel's system; natural in its ways, rich in its resources, and simple in its principles. Its gifts and toys, its games and plays, its cube building, sewing, weaving and modelling in clay, teach a child forms, numbers and color, not from books by hearsay, but from tangible blocks, bits of wood and strips of paper, so that, by the constant handling of these, true ideas grow in his mind, without weariness, as easily as the flowers spring up and grow in a fertile soil under the warm rays of the sun. The games too are a healthy exercise. To fly about with arms stretched out like a bird, and to the music of a sweet song, is an inspiration. The powers of mind and body unfold with harmonious growth into happiness, confidence, hope, neatness and kindness. The child comes unconsciously to love what is true and beautiful and good, to think for himself, and to move and act with that grace and skill which make the body the quick and steady servant of the mind.

This is just the system for the little blind children, who are shut off from the common education of those that see. They are the stricken lambs of the human flock. Their eyes are darkened irrevocably, without one hope of day. Not for them the beauty of nature and the glory of art, nor the colors of the flowers, nor the plumage of the birds, nor the brightness of the firmament. They live in ceaseless gloom from the cradle to the grave. About most of them too is an environment of misery. They hunger for bread and they pant for air and they suffer for the lack of a little human charity to lead their weary feet and wasted limbs from the narrow street and the wretched home, where they are forced to stumble about like savage creatures, into the realm of love and the genial warmth of a wise training. Then will the good seeds spring up and bear before the ground has been given over to the weeds and tares. In them as in our own children are the germs of good and promise which will bud and open in the sunshine and pure

air. As the warm breath of spring lifts the yellow crocus and the bright tulip from the darkness of the earth so will this system lift these sightless waifs from the darkness of misery into a useful and happy life. You need no proof of this from my lips — there it is in the deft fingers of those charming boys and girls who are the most eloquent example of the great promise of this beneficent system, nature's own divine and fruitful method.

The Perkins Institution cannot give a kindergarten to these children, as its land is now crowded with buildings and cottages, schoolhouses and shops; and until lately there has been no provision anywhere, under national, state, municipal or private control, for the instruction of the blind under ten years of age. Let us rejoice that to the other glory of the institution, so renowned that no distinguished stranger comes to our shores without visiting it, it has added this crown of a kindergarten for the little ones. It is eminently fitting this should have been done first in this good old commonwealth. Our fathers had hardly built a sheltering roof for their families when they established for the first time in all the history of the world common schools for all children at the public expense. Massachusetts has been true to this trust, and in the days of her heaviest burdens, even when the civil war took away her sons and millions of her money, she gave freely and liberally to her schools. We shall only carry out the principles of the fathers now if we give to all the children the inestimable privileges of an early training, for the blind have as much claim, at least, to be educated as those do who can see.

It is five years since the director of this institution, with that devotion, enthusiasm and confidence which are as much a part of his nature as the blood of the heroes of the classic land which throbs in his veins, made his first public plea; a touching, a moving appeal, that no one who has a heart of flesh or the least love for the sunny presence of these lambs of our Father may read without tears, for this kindergarten. It is a

hard task to raise a large sum of money for a new object so little understood by the community, and a will less resolute than his would have failed before the barriers. His earnestness took hold upon the cords which move the great heart of mankind. Indeed, no man can feel the woes of these little sightless waifs and refuse to do something on their behalf. His faith proved true, and soon the children took up the holy cause. Laura Bridgman wrote with her own hand an appeal which stirred the community even as of old the burning eloquence of Demosthenes swayed the men of Athens. Tiny hands were stretched forth in aid, and the offerings of the children, saved by their own denials, were the pillar of fire to lead the march of goodness to the promised land.

The kindergarten has been established and has begun its work. It occupies a delightful site in Roxbury, and ten children find there a home. No more noble monument in the limits of our city! There it stands, a memorial forever of the love of the big and the little, the rich and the poor, of men and women and children, for the unfortunate; and may the night never come when its doors shall not stand wide open for the shelter of these stricken ones, and the bright rays of its benevolence shall not carry some sparks of love into their fettered souls. One hundred thousand dollars are needed for a permanent fund to meet the current expenses.

It cannot be that Boston will fail to give this sum and much more. To think so, even for a moment, would be false to our time-honored fame. No appeal was ever made to the great, generous heart of this community for the suffering and distressed in any part of the world in vain. When the men of Greece, led by our example and inspired by the heroic spirit of their ancestors, rose in arms to sweep from their little land the oppressive Turk, we withheld not words of cheer nor substantial assistance. When famine spread its blight on Ireland the ships were not wanting to take food and provisions to the starving poor. The purse of Boston was open wide to relieve

the homeless of Chicago, the plague-stricken of the Mississippi Valley and the affrighted people of Charleston. Millions have been sent abroad for the conversion of the heathen. Can we do less for the poor and stricken in our own midst? No, indeed! To state the need is to get the money, for the thought of little blind children growing up in eternal night, in poverty and neglect, amid all the wealth and abundance of our fair New England, is not to be endured. We may not restore their sight, but we can pour a flood of sunshine into their hearts. The opportunity is here. May the little stream, begun in the scanty offerings of the poor, be fed by generous gifts to brim the river banks and overflow the land like the fruitful blessings of the river Nile.

Mr. Anagnos, in a few impromptu words, made a strong appeal for the endowment of the kindergarten, substantially as follows: —

These little children are a few pebbles we have saved on the shore of misfortune. There are many more needing just as much to be saved, but we have not the means to seek out and to rescue all these little unfortunate ones. We have a field and we earnestly ask for means to cultivate and develop it. The building is now entirely paid for, and we would be glad to be released from anxiety for the support of the school. For this purpose we ask the sum of $100,000 as a permanent fund from which to meet the current expenses. One thousand has already been given for this purpose, but we shall not cease our petitions until the other $99,000 are added, and, in the end, you will have to give it because you cannot get rid of us.

The playful earnestness of the last sentence provoked a sympathetic laugh from the audience.

Meanwhile the little fingers had been steadily at work writing in clay the history of "Grandmother's Johnny-

cake." Each child had made a model of one or more implements connected with its production, and in turn they held them up before the audience and explained their uses. There were the plow, the harrow, the hoe, the mill-stones, the sacks of grain, the wagon, the pan, the scoop, the spoon, the molasses jug, the miner's cap and lamp, the coal hod and the stove; and, last of all, the youngest ones had prepared a model of the johnny-cake itself. Then they sang a song written by a former pupil of the school about the workers who prepare the materials for the johnnycake. Mendelssohn's *Farewell* was then given by a chorus of male voices, after which came the valedictory address by William Beard Perry.

VALEDICTORY.

BY WILLIAM BEARD PERRY.

To portray the beautiful in color, to lead forth from the rude stone the graceful in form, are gifts that nature bestows most sparingly; yet there is to man in common a gift not unlike these — though not admitting of tangible expression — by which each for himself becomes an artist, and embodies in pictures of the mind his most cherished hopes and ardent longings.

A man's ideal is his conception of a perfect model embracing what, if attained, would complete his happiness, and secure his highest welfare. At first it appears almost in the guise of fancy, the offspring of a dream, or revery, — something to be wondered at, to be longed for with scarcely a hope of acquirement, — but as it becomes more the companion of the thoughts this air of vagueness and uncertainty disappears; indeed, the very hopelessness of realization often arouses a spirit that

makes realization possible. As a man contemplates his ideal, gazing upon it from afar, an intense longing springs up within him to realize all that he sees in it, arousing an energy that calls forth the best in his nature. In his zeal to approach the ideal state, to realize his conception, he becomes subject to another and a better self. Indeed, as he treasures in his mind this very essence of his hopes he comes to look to it as a source of inspiration, as a power to sustain and direct. When, in the hour of disappointment, weary with discouragement, all seems dark, turning to the ideal what a cheer as, with hopes of a brighter future, it adds fresh fuel to the fires of ambition! Obstacles may rise at every turn, but to a nature lured on by this potent charm and impelled by a determined will they yield as by magic. Hardships and misfortunes serve but to prove its worth. In the lives of prominent men this regnant power is as evident as it is potent. The framing of each purpose, the curbing of each impulse, the rejection of each seductive indulgence, can be referred to this one ruling passion. As the banks confine and direct the flow of the stream, so is the current of man's life confined and directed by the requirements of his ideal.

The excellence of the ideal depends upon the character of the man, his surroundings and mental refinement; the power, upon the pluck and energy of the nature upon which it acts, the native grit of the disposition. Hence the urgency of cultivating those influences which tend to refine and elevate, of seeking to improve the mental faculties, of building up characters from which only pure and lofty ideals can spring.

As a man enters into the pursuit of his ideal it must be with a firm determination to conquer, backed by a knowledge that, if successful, no honor nor praise conferred upon him will be half so acceptable as its realization, and that, if unsuccessful, no reproach can be so bitter, no despair so complete, as that experienced when, ingulfed in the abyss of his own folly, he

beholds far above him his ideal still shining, though dimly, revealing truly the depths wherein he lies.

To His Excellency the Governor and the legislature of Massachusetts, and to the corresponding representatives of the other New England states, we return thanks for the many opportunities afforded by a liberal support of our school. To our trustees, for their ever manifest interest, we are deeply grateful.

Director, teachers and matrons: whatever of praise or credit this occasion calls for is due to you. Always have you endeavored to instill in us those principles that are involved in a useful and upright life. As we say farewell we do so with the feeling that as far as our success depends upon your past efforts it is assured.

Schoolmates: doubtless this occasion forecasts a day to you when, by the excellence and merit of a senior year completed, you, too, will receive the honors that now fall to us. Fired by this thought do you seek by your endeavor to rise above yourselves, to meet the crowning honor that awaits you!

Fellow graduates: under the shadowing care of our *alma mater* we have grown up together, united by ties of ever-enduring friendship. Here have we sought to fit ourselves for the work of life — to lay deep the foundations for a real and lasting success. Now for the test! Let us go forth manfully, each to his calling, resolved to fulfil faithfully the task that fortune may impose.

The audience listened with marked attention to this "manly and able" address, and at its close several bouquets were presented to the speaker. The graduating class then came forward and received their diplomas from Dr. Eliot, who presented them with the following preliminary remarks: —

It is my privilege, my young friends, to place your diplomas in your hands. They are not my gift, they are the gift of your director and your teachers; but your director asks me to give

them to you simply because I hold an official relation to you which, I trust, is more than official, for there has been no part of your career that has not inspired interest in me, and there will be no part of your career in the years to come that will not inspire interest in me as long as I live. I rejoice to see so large a class graduated today. It is the largest class to which I have ever given diplomas since it fell to me to give them, and I feel that each one of you has a source of strength in the numbers with which you unitedly go forth from the Perkins Institution. Numbers, I know, are nothing in themselves. Two or three are as great and as good as twenty, fifty, or a hundred; but a good, round number graduating at once inspires each member of the graduating class with a certain confidence which is reasonable, and which will lead, I am sure, to desirable results hereafter.

I congratulate you still more that you graduate in what may be called the kindergarten year of this institution. This implies a great deal more than the opening of a new department, because it means the stretching forth of a helping hand to an entirely new class of pupils, doing an entirely new sort of work, and entering, we may trust, upon an entirely new phase of beneficent life. The inspiration that comes from the opening of the kindergarten to this whole community ought to be felt through and through, but there are no human beings in the community to which that inspiration should come more thoroughly than to you. You are of the kindergarten year and from this year you will take, I am sure, an impulse to do good in your day and generation, to look beyond your own borders and see how far-stretching are the opportunities of good will and of good works among men. The world is waiting for you. It waits for you as it waits for the new-comers from every educational institution of the country, but you have it in your power to do something which the graduates of no other school may do. I read an account last March or April of the annual meeting of the College for the Blind in England, which was

held in London; and at that meeting there was an address by Joachim, the great artist on the violin, who said that he owed much of what he had done and what he had been to a blind organist in Germany, who first among all men had shown him what music might do for a man and what part it might take in a man's life. That organist in Germany, though he was blind, was yet a guide and an inspiration to the greatest violinist of our generation. May you be in your turn a guide and an inspiration to somebody or other, to some circle or other in which you move, and may the work of the Perkins Institution go on through you where the Perkins Institution may be unknown by name; unless you say that you once learned in it how to benefit others. A warrior who had a broken sword offered him to fight the battle declined the weapon and turned away from the field, but another took up the broken sword as it lay on the ground and won the day. Your disadvantages are evident, but your advantages are also evident, and if you will take your broken sword and turn it into a weapon of truth and honor you will win the day in your generation. I do not know that swords are the best emblems of life, or that anything else which stands for force is to be set before you today. Rather take something that stands for the power of silent truth, of pervading principle, of deeply-penetrating knowledge. Our own Longfellow says in his sweet poem on *Maidenhood* —

> "Bear a lily in thy hand;
> Gates of brass cannot withstand
> One touch of that magic wand."

Bear the lily in your hands! Bear it as the emblem of purity, of simplicity, of truth, of devotion to great ideas, and there is no gate of brass, there is no disadvantage arising from the loss of sight, but will yield at one touch of that more than magic wand. It matters not what any of us are so much as what we are all trying to be. Where do we look, whither do we tend, how are we growing? These are questions that come home to the oldest as to the youngest among us, and on our

answers to these questions all our lives, or all that may be left of them, depend. Ask yourselves, my dear friends, the same questions: whither do I tend? How do I grow? And see to it that you tend towards the truth and the light, and into that truth and light may you grow forever!

The exercises closed with a grand chorus by Bach, *Wie schön leuchtet der Morgenstern!* and as the audience withdrew many expressions of satisfaction and delight were heard.

COMMENTS OF THE PRESS.

The proceedings were very generally noticed by both the secular and religious papers, and very full reports of the exercises were published, with favorable comments. Some extracts from these are subjoined: —

THE PERKINS INSTITUTION.

More than one heart, let us hope, took to itself the silent but powerful sermon that was preached from the platform at Tremont Temple yesterday afternoon during the commencement exercises of the Perkins Institution and Massachusetts School for the Blind. The group of young faces, some smiling and hopeful, some clouded with a sadness beyond reprieve, and all sightless, spoke a lesson to discontented people by which one, at least, will endeavor to profit. "Dear me!" said one woman, "the poor, patient, wonderful things! And *I* have been making myself miserable (and everybody else, too) because I am compelled to earn my own living by hard work. So long as I hold my faculties intact I will never complain of life's treatment of *me* again." How a single soul can witness the progress of these darkened minds towards freedom and light and not believe mightily in the Perkins Institution and its work, and the wonderful results obtained by that long-needed and now visible

kindergarten, is a mystery. Tremont Temple yesterday afternoon was packed, and late comers had hard work to get in at all. The commencement exercises were fully up to their usual standard of excellence and were of unbounded interest. — *Boston Evening Transcript*, June 8.

The Perkins Institution for the Blind has its foundations laid deep in the hearts of the people of Boston, and when a house is thus built it is not set upon sand. The interest and sympathy which the public has never failed to manifest in the affairs of the institution was heartily expressed by the immense audience that filled Tremont Temple to overflowing yesterday. Never was this sympathetic interest more richly deserved than in this latest appearance of the pupils of the school at South Boston, in conjunction with the introduction to their friends of the ten little blind children, under ten years old, the first fruits of the new Kindergarten for the Blind at Roxbury. Scarcely a month has passed since these initial half score of little children were collected from their homes (most of which were such that in the nature of things little could be done in them for the comfort and education of the little sightless wights), and the result of these four weeks of healthy outdoor life, of skilful training, of unlimited bread and milk, is an astonishing one. These merry, rosy little creatures, singing their pretty kindergarten song, working with their wee hands in the soft clay and modelling the simplest of the forms neatly and skilfully, appealed to the hearts of the audience with an eloquence in comparison with which the spoken or written words of their best friends is as naught. Mr. Anagnos, in a brief speech, said that the last dollar of the debt of the kindergarten had been paid off, and that now there was need of a permanent fund, by which the running expenses of the school can be met, and the ten little children be given ten, twenty or even more comrades. One hundred thousand dollars is the sum which will put the kindergarten on a solid, permanent basis, and when the superintendent

asserted that he meant to raise that sum there seemed to be no dissentient voice among his hearers. It is to be hoped and believed that the money will soon be forthcoming, for, though Boston seems to be trying her hand a little in the boodle line, she will not succeed in it. Her schools, her free education, her charities are the real jewels of her crown, and among these the kindergarten is a pearl of great price. — *Boston Evening Transcript*, June 8, 1887.

The annual commencement exercises of the Perkins Institution and Massachusetts School for the Blind, which took place at Tremont Temple yesterday afternoon, proved an event that blended in a greater degree than ever before the educational and the philanthropic interests, the attendance and the satisfaction manifested in witnessing the work of the institution being unsurpassed by any that has preceded it. In addition to the admirable attractions of the programme, the occasion had a peculiar interest as being the first in which exercises of the Kindergarten for the Blind were given by pupils from the excellent institution which has so recently been founded at the Highlands for this special class of training: and those who witnessed them were ready to respond in sympathy, if not in anticipation, to the thought of a permanent endowment fund to carry on this high outgrowth of New England civilization. — *Boston Journal*, June 8.

A full report of the interesting graduating exercises of the Perkins Institution for the Blind is given on another page of the *Traveller*. This school has always had a warm place in the hearts of the people of Boston; and evidence was afforded at Tremont Temple, Tuesday afternoon, that it was never more deserved than at the present time. To those in the audience who are not familiar with the work of the school, the work of yesterday was a pleasant revelation. — *Boston Evening Traveller*, June 8.

Kind people, "remember the blind!" The request is timely, and I hope it may be heeded by those who are best able to aid a noble work. The Perkins Institution and Massachusetts School for the Blind is in need of money. Can one be charitable in a more worthy cause? Here is good, solid, honest work being done, sincerely and with no blowing of trumpets; earnestly and with fine forgetfulness of self. Helpless people taught how to help themselves; unfortunates smitten through no fault of their own, dead to the world of beauty, being instructed how to live in a world that has been invented for them. I regret the sharp edge on my pen on this occasion, but, fortunately, the topic is in need of no sentiment. A little money expended in this direction, and light will shine on the most sad of all kinds of darkness. Think of this, good people, before you begin your summer pilgrimages of pleasure; — a few dollars, if you please, towards a good work. Deny yourselves a few cigars, a few yards of lace, a few bottles of wine, and allow the money saved to drift in the direction of this charity. I am persuaded that you will see better after you have helped the sightless; I know that they could be made the happier by your self-denial. President Eliot says that "to place the kindergarten on a firm footing, a permanent fund of one hundred thousand dollars is necessary." Here, then, is a broad opportunity for philanthropy that prefers profitable action to inactive sentiment; that instead of pretending, does; that values realized ideals above mere ostentatious theorizing. Manhood is appealing to manhood without fine phrases and without fawning or crouching. It is not turkey and mince pie for a jail full of criminals, nor bouquets for a condemned murderer; but money for honest, helpless people who are struggling in darkness for light. The appeal is less for charity than for right. Good work is too rare to languish for lack of judicious help. Open your purses, then, good people. The cry is pathetic: "Remember the blind!"— *Saturday Evening Gazette*, June 12.

FIFTY-SEVENTH ANNUAL REPORT

OF

THE TRUSTEES

OF THE

PERKINS INSTITUTION

AND

Massachusetts School for the Blind,

FOR THE YEAR ENDING

SEPTEMBER 30, 1888.

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NOTE.

Credit is due both to Miss Sarah Elizabeth Lane, librarian of the institution, and Miss Martha W. Sawyer, clerk, for the assistance which they have given me in the preparation of this report. Besides collecting facts and revising manuscripts and proofs, the former has compiled the account of Laura Bridgman's semi-centennial anniversary, and the latter has written the sketch of Edith M. Thomas and the proceedings of the reception at the kindergarten, and of the commencement exercises of the institution.

M. A.

Commonwealth of Massachusetts.

Perkins Institution and Mass. School for the Blind,
South Boston, Nov. 27, 1888.

To the Hon. Henry B. Peirce, *Secretary of State*, Boston.

Dear Sir: — I have the honor to transmit to you, for the use of the legislature, a copy of the fifty-sixth annual report of the trustees of this institution to the corporation thereof, together with that of the director and the usual accompanying documents.

Respectfully,

M. ANAGNOS,

Secretary.

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All persons who have contributed twenty-five dollars to the funds of the institution, all who have served as trustees or treasurer, and all who have been elected by special vote, are members.

Adams, John A., Pawtucket, R. I.
Adams, Waldo, Boston.
Agassiz, Mrs. E. C., Cambridge.
Alden, Mrs. Sara B., Boston.
Aldrich, Miss Mary Jane, Boston.
Alger, Rev. William R., Boston.
Ames, F. L., Boston.
Ames, Oliver, Boston.
Amory, C. W., Boston.
Amory, James S., Boston.
Amory, Mrs. William, Boston.
Anagnos, M., Boston.
Andrews, Francis, Boston.
Appleton, Mrs. Randolph M., New York.
Appleton, Mrs. William, Boston.
Apthorp, William F., Boston.
Atkins, Mrs. Elisha, Boston.
Atkinson, Edward, Boston.
Atkinson, William, Boston.
Austin, Edward, Boston.
Aylesworth, H. B., Providence.
Bacon, Edwin M., Boston.
Bacon, Mrs. E. P., Boston.
Baker, Mrs. E. J. W., Dorchester.
Baker, Mrs. E. M., Boston.
Baker, Miss M. K., Boston.
Baker, Mrs. Richard, Jr., Boston.
Balch, F. V., Boston.
Baldwin, William H., Boston.
Balfour, Miss Mary D., Boston.
Ballard, Miss E., Boston.
Barbour, E. D., Boston.
Barker, Joseph A., Providence.
Barrett, William E., Boston.
Barstow, Amos C., Providence.
Bartlett, Miss, Boston.
Bartlett, Miss F., Boston.
Bartlett, Mrs. Mary E., Boston.
Bartol, Rev. Cyrus A., Boston.
Bartol, Miss Mary, Boston.
Barrows, Rev. S. J., Dorchester.
Beal, J. H., Boston.
Beard, Hon. Alanson W., Boston.
Beckwith, Miss A. G., Providence
Beckwith, Mrs. T., Providence.
Beebe, E. Pierson, Boston.
Beebe, J. Arthur, Boston.
Beebe, Mrs. J. Arthur, Boston.
Bennett, Mrs. Eleanor, Billerica.
Bigelow, Mrs. Prescott, Boston.
Binney, William, Providence.

Black, G. N., Boston.
Blake, James H., Boston.
Blanchard, G. D. B., Malden.
Boardman, Miss Cornelia B., Boston.
Bourn Hon. A. O., Bristol, R. I.
Bouvé, Thomas T., Boston.
Bowditch, Mrs. E. B., Boston.
Bowditch, Dr. H. P., Jamaica Plain.
Bowditch, J. I., Boston.
Bowditch, Mrs. J. I., Boston.
Brackett, Mrs. Henry, Boston.
Brackett, Miss Nancy, Boston.
Bradlee, F. H., Boston.
Bradlee, Miss Helen C., Boston.
Brewer, Cyrus, Boston.
Brewster, Onyn, Boston.
Brimmer, Hon. Martin, Boston.
Brimmer, Mr. Martin, Boston.
Brooke, Rev. Stopford W., Boston.
Brooks, Francis, Boston.
Brooks, Mrs. Francis, Boston.
Brooks, Mrs. F. A., Boston.
Brooks, Rev. George W., Charlestown.
Brooks, Peter C. Boston.
Brooks, Rev. Phillips, Boston.
Brooks, Shepherd Boston.
Brown, B. F., Boston.
Brown, John A., Providence.
Brown, Mrs. John A., Providence.
Browne, A. Parker, Boston.
Bullard, W. S., Boston.
Bullock, Miss Julia, Providence.
Bumstead, Mrs. Freeman, Cambridge.
Bundy, James J., Providence.
Burnett, Joseph, Boston.
Burnham, T. O. H., Boston.
Burnham, William A., Boston.
Burton, J. W., M. D., Flushing, N. Y.
Cabot, W. C., Boston.
Callender, Walter, Providence.
Carey, The Misses, Cambridge.
Carpenter, Charles E., Providence.
Carter, Mrs. Helen B., Newtonville.
Cary, Miss A. P., Boston.
Cary, Miss Ellen G., Boston.
Cary, Mrs. W. F., Boston.
Cass, Mrs. D. S., Boston.
Case, Mrs. Laura L., Boston.
Center, Joseph H., Boston.
Chandler, P. W., Boston.
Chace, James H., Valley Falls, R. I.
Chace, Hon. Jonathan, Valley Falls, R. I.
Chadwick, Mrs. C. C., Boston.
Chamberlin, E. D., Boston.
Chapin, E. P., Providence,
Charles, Mrs. Mary C., Melrose.
Cheever, Miss A. M., Boston.
Cheever, Dr. David W., Boston.
Cheever, Miss M. E., Boston.
Cheeney, Benjamin P., Boston.
Chickering, George H., Boston.
Chickering, Mrs. Sarah M., Joy Mills, Pa.
Claflin, Hon. William, Boston.
Clapp, William W., Boston.
Clarke, Mrs. Jas. Freeman, Boston.
Clarke, James W., Boston.
Clement, Edward H., Boston.
Coates, James, Providence.
Cobb, Mrs. Freeman, Boston.
Cobb, Samuel C., Boston.
Cobb, Samuel T., Boston.
Cochrane, Alexander, Boston.
Coffin, Mrs. W. E., Boston.
Colt, Samuel P., Bristol, R. I.
Comstock, Andrew, Providence.
Coolidge, Dr. A., Boston.
Coolidge, J. R., Boston.
Coolidge, Mrs. J. R., Boston.
Coolidge, J. Templeman, Boston.
Coolidge, Mrs. J. Templeman, Boston.
Coolidge, T. Jefferson, Boston.
Cotting, C. U., Boston.
Crocker, Mrs. U. H., Boston.
Croft, Mrs. Carrie A., Boston.
Crosby, Joseph B., Boston.
Crosby, William S., Boston.

Cruft, Miss Annah P., Boston.
Cruft, Miss Harriet O., Boston.
Cummings, Mrs. Annie L., Portland, Maine.
Cummings, Charles A., Boston.
Cummings, Hon. John, Woburn.
Curtis, C. A., Boston.
Curtis, George S., Boston.
Curtis, Mrs. Mary S., Boston.
Dalton, C. H., Boston.
Dalton, Mrs. C. H., Boston.
Darling, Cortes A., Providence, R. I.
Darling, Hon. L. B., Pawtucket, R. I.
Davis, Miss A. W., Boston.
Davis, Mrs. Nancy S., Fitchburg.
Day, Daniel E., Providence.
Dean, Hon. Benjamin, South Boston.
Devens, Rev. Samuel A., Boston.
Dexter, Mrs. F. G., Boston.
Dinsmoor, George R., Keene, N. H.
Dow, Mrs. Moses A., Boston.
Durant, William, Boston.
Dwight, John S., Boston.
Eaton, W. S., Boston.
Eliot, Dr. Samuel, Boston.
Elliott, Mrs. Maud Howe, Boston.
Emery, Francis F., Boston.
Emery, Isaac, Boston.
Emmons, J. L., Boston.
Emmons, Mrs. Nath'l H., Boston.
English, James E., New Haven, Conn.
Endicott, Henry, Boston.
Endicott, Miss Mary E., Beverly.
Endicott, William, Jr., Boston.
Ernst, C. W., Boston.
Farnam, Mrs. Ann S., New Haven.
Faulkner, Mrs. Charles, Boston.
Fay, H. H., Boston.
Fay, Mrs. H. H., Boston.
Fay, Miss Sarah B., Boston.
Fay, Miss S. M., Boston.
Ferguson, Mrs. C. H., Dorchester.
Ferris, M. C., Boston.
Field, Mrs. Nancy M., Monson.
Fisk, Rev. Photius, Boston.
Fiske, J. N., Boston.
Fitz, Mrs. W. Scott, Boston.
Flint, Charles L., Boston.
Folsom, Charles F., M.D., Boston.
Forbes, John M., Milton.
Forbes, R. Bennett, Milton.
Foster, F. C., Boston.
Foster, John, Boston.
Freeman, Miss Hattie E., Boston.
French, Jonathan, Boston
Frothingham, A. T., Boston.
Frothingham, Miss Ellen, Boston.
Frothingham, Rev. Frederick, Milton.
Frothingham, Octavius B., Boston.
Gaffield, Thomas, Boston.
Galloupe, C. W., Boston.
Gammell, Prof. Wm Providence.
Gammell, Mrs. Wm Providence.
Gardiner, Charles I, Boston.
Gardner, George, Boston.
Gardner, George A, Boston.
Gardner, Mrs. John L., Boston.
George, Charles L., Providence.
Gill, Mrs. Frances A., Boston.
Gill, Mrs. Mary L., Boston.
Glidden, W. T. Boston.
Glover, A., Boston.
Glover, Miss Agusta, Boston.
Glover, Miss Caroline L., Boston.
Glover, J. B. Boston.
Goddard, Benjamin, Brookline.
Goddard, Miss Matilda, Boston.
Goddard, Miss Rebecca, Boston.
Goddard, W. P. I., Providence.
Goddard, William, Providence.
Goff, Davis, Pawtucket, R. I.
Goff, Davis L., Pawtucket, R. I.
Goff, Lyman B., Pawtucket, R. I.
Goodno, Mrs. Lucie M., Cambridge.
Goodwin, Miss A. M., Cambridge.
Gray, Mrs. Ellen, New York City.
Gray, Mrs. Horace, Boston.
Greene, Edward A., Providence.
Greene, S. H., River Point, R. I.

Greenleaf, Mrs. Jas. E, Charlestown.
Griffin, S. B., Springfield.
Grover, William O., Boston.
Grover, Mrs. William O., Boston.
Guild, Mrs. S. E., Boston.
Hale, Rev. Edward E., Boston.
Hale, George S., Boston.
Hall, J. R., Boston.
Hall, Miss L. E., Hanover.
Hall, Mrs. L. M., Boston.
Hall, Miss Minna B., Longwood.
Hall, Mrs. Martin L., Boston.
Harwood, George S., Boston.
Haskell, Edwin B., Auburndale.
Haven, Miss Charlotte M., Portsmouth, N. H.
Haven, Miss Eliza A., Portsmouth, N. H.
Hayward, Hon. Wm. S., Providence.
Hazard, Rowland, Providence.
Head, Charles, Boston.
Heard, J. T., M.D., Boston.
Hearst, Mrs. Phebe A., San Francisco, Cal.
Hemenway, Mrs. A., Jr., Boston.
Herford, Rev. Brooke, Boston.
Higginson, George, Boston.
Higginson, Henry Lee, Boston.
Hill, Dr. A. S, Somerville,
Hill, Hon. Hamilton A., Boston.
Hill, Herbert E., Boston.
Hill, J. E. R., Boston.
Hill, Mrs. T. J., Providence.
Hilton, William, Boston.
Hodges, Dr. R. M., Boston.
Hodgkins, Frank E., Somerville.
Hodgkins, William H., Boston.
Hogg, John, Boston.
Holmes, John H., Boston.
Hooper, E. W., Boston.
Hoppin, Hon. W. W., Providence.
Hovey, William A., Boston.
Howard, Hon. A. C., Boston.
Howard, Mrs. Chas. W., California.
Howard, Hon. Henry, Providence.
Howe, Mrs. Julia Ward, Boston.
Howe, Mrs. Virginia A., Boston.
Howes, Miss E., Boston.
Howland, Zenas C., Boston.
Houghton, Hon. H. O., Cambridge.
Humphrey, Benjamin, Boston.
Hunnewell, F. W., Boston.
Hunnewell, H. H., Boston.
Inches, H. B., Boston.
Ives, Mrs. Anna A., Providence.
Jackson, Charles C., Boston.
Jackson, Edward, Boston.
Jackson, Mrs. J. B. S., Boston.
Jackson, Patrick T., Boston.
Jackson, Patrick T., Jr., Cambridge.
Jackson, Mrs. Sarah, Boston.
James, Mrs. Clitheroe Dean, South Boston.
James, Mrs. Julia B. H., Boston.
Johnson, Samuel, Boston.
Jones, Miss Ellen M., Boston.
Jordan, Mrs. E. D., Boston.
Joy, Mrs. Charles H., Boston.
Kasson, Rev. F. H., Boston.
Kellogg, Mrs. Eva D., Boston.
Kendall, C. S., Boston.
Kennard, Martin P., Brookline.
Kent, Mrs. Helena M., Boston.
Kimball, Mrs. David P., Boston.
Kimball, Mrs. M. Day, Boston,
Kinsley, E. W., Boston.
Lamson, Miss C. W., Dedham.
Lang, B. J., Boston.
Lawrence, Abbott, Boston.
Lawrence, Mrs. Amos A., Brookline.
Lawrence, James, Groton.
Lawrence, William, Cambridge.
Lee, Henry, Boston.
Lincoln, L. J. B., Hingham.
Linzee, J. T., Boston.
Linzee, Miss Susan I., Boston.
Lippitt, Hon. Henry, Providence.
Littell, Miss S. G., Brookline.
Little, J. L., Boston.
Littlefield, Hon. A. H., Pawtucket.

Littlefield, D. G., Pawtucket.
Lodge, Mrs. Anna C., Boston.
Lodge, Henry C., Boston.
Longfellow, Miss Alice M., Cambridge.
Loring, Mrs. Susie J., Boston.
Loring, Mrs. W. Caleb, Boston.
Lothrop, John, Auburndale.
Lovett, George L., Boston.
Lowell, Abbott Lawrence, Boston.
Lowell, Miss Amy, Boston.
Lowell, Augustus, Boston.
Lowell, Miss A. C., Boston.
Lowell, Francis C., Boston.
Lowell, Mrs. G. G., Boston.
Lowell, Mrs. John, Boston.
Lowell, Miss Lucy, Boston.
Lyman, Arthur T., Boston.
Lyman, George H., M.D., Boston.
Lyman, J. P., Boston.
Lyman, Theodore, Brookline.
McAuslan, John, Providence.
Mack, Thomas, Boston.
Mackay, Mrs. Frances M., Cambridge.
Macullar, Addison, Boston.
Marcy, Fred L., Providence.
Marston, S. W., Boston.
Mason, Miss E F., Boston.
Mason, Miss Ida M., Boston.
Mason, I. B., Providence.
Matthews, Miss Alice, Boston.
Matthews, Miss Annie B., Boston.
May, F. W. G., Dorchester.
McCloy, J. A., Providence.
Means, Rev. J. H., D.D., Dorchester.
Merriam, Mrs. Caroline, Boston.
Merriam, Charles, Boston.
Merriam, Mrs. Charles, Boston.
Merriam, Mrs. D., Boston.
Metcalf, Jesse, Providence.
Meyer, Mrs. George von L., Boston.
Minot, Francis, M.D., Boston.
Minot, Mrs. G. R., Boston.
Minot, The Misses, Boston.
Minot, William, Boston.
Mixter, Miss Madelaine C., Boston.
Montgomery, William, Boston.
Morrill, Charles J., Boston.
Morse, Miss Margaret F., Jamaica Plain.
Morse, S. T., Boston.
Morton, Edwin, Boston.
Motley, Edward, Boston.
Moulton, Miss Maria C., Boston.
Neal, George B., Boston.
Nevins, David, Boston.
Nichols, J. Howard, Boston.
Nichols, R. C., Boston.
Nickerson, Andrew, Boston.
Nickerson, George, Jamaica Plain.
Nickerson, Miss Priscilla, Boston.
Nickerson, S. D., Boston.
Norcross, Miss Laura, Boston.
Norcross, Mrs. Otis, Jr., Boston.
Noyes, Hon. Charles J., Boston.
Ober, Louis P., Boston.
O'Reilly, John Boyle, Boston.
Osgood, John Felt, Boston.
Osborn, John T., Boston.
Owen, George, Providence.
Paine, Mrs. Julia B., Boston.
Paine, Robert Treat, Boston.
Palfrey, J. C., Boston.
Palmer, John S., Providence.
Parker, Mrs. E. P., Boston.
Parker, E. Francis, Boston.
Parker, Henry G., Boston.
Parker, Richard T., Boston.
Parkinson, John, Boston.
Parkinson, Mrs. John, Boston.
Parkman, Francis, Boston.
Parkman, George F., Boston.
Parkman, John, Boston.
Parsons, Thomas, Chelsea.
Payson, S. R., Boston.
Peabody, Rev. A. P., D.D., Cambridge.
Peabody, F. H., Boston.
Peabody, O. W., Milton.
Peabody, Mrs. Robert S., Brookline.

Peabody, S. E., Boston.
Pearson, Miss Abby W., Boston.
Peirce, Rev. Bradford K., D.D., Boston.
Perkins, A. T., Boston.
Perkins, Mrs. C. E., Boston.
Perkins, Edward N., Jamaica Plain.
Perkins, Mrs. Richard, Boston.
Peters, Edward D., Boston.
Phillips, Mrs. John C., Jr., Boston.
Pickman, Mrs. D. L., Boston.
Pickman, W. D., Boston.
Pickman, Mrs. W. D., Boston
Pierce, Hon. H. L., Boston.
Pierson, Mrs. Mary E., Windsor, Conn.
Potter, Isaac M., Providence.
Potter, Mrs. Sarah, Providence.
Pratt, Elliott W., Boston.
Pratt, Mrs. Sarah M., Boston.
Prendergast, J. M., Boston.
Preston, Jonathan, Boston.
Quincy, George Henry, Boston.
Rantoul, Miss Hannah L., Beverly.
Reardon, Dennis A., Boston.
Reynolds, Miss Amy H., Boston.
Reynolds, W. H., Boston.
Rice, Hon. A. H., Boston.
Rice, Fitz James, Providence.
Richards, Mrs. Cornelia W., Boston.
Richards, Miss Elise, Boston.
Richardson, John, Boston.
Richardson, Mrs. M. R., Boston.
Richardson, William L., M.D., Boston.
Robbins, R. E., Boston.
Robeson, W. R., Boston.
Robinson, Henry, Reading.
Rodman, S. W., Boston.
Rodocanachi, J. M., Boston.
Rogers, Miss Clara B., Boston.
Rogers, Henry M., Boston.
Rogers, Jacob C., Boston.
Rogers, Mrs. William B., Boston.
Ropes, J. C., Boston.
Ropes, J. S., Jamaica Plain.
Rotch, Miss Anne L., Boston.
Rotch, Mrs. Benjamin S., Boston.
Rotch, Miss Edith, Boston.
Russell, Henry G., Providence.
Russell, Mrs. Henry G., Providence.
Russell, Henry S., Boston.
Russell, Miss Marian, Boston.
Saltonstall, Henry, Boston.
Saltonstall, Hon. Leverett, Newton.
Saltonstall, Mrs. Wm. G., Boston.
Sampson, George, Boston.
Sanborn, Frank B., Concord.
Sayles, F. C., Pawtucket, R. I.
Sayles, W. F., Pawtucket, R. I.
Schlesinger, Barthold, Boston.
Schlesinger, Sebastian B., Boston.
Sears, David, Boston.
Sears, Mrs. David, Boston.
Sears, Mrs. Fred., Jr., Boston.
Sears, F. R., Boston.
Sears, Mrs. K. W., Boston.
Sears, Mrs. P. H., Boston.
Sears, Mrs. S. P., Boston.
Sears, W. T., Boston.
Sharpe, L., Providence.
Shaw, Mrs. G. Howland, Boston.
Shaw, Henry S., Boston,
Shaw, Quincy A., Boston.
Shepard, Mrs. E. A., Providence.
Shepard, Mrs. T. P., Providence.
Sherwood, Mrs. John H., New York City.
Sherwood, W. H., Boston.
Shimmin, C. F., Boston.
Shippen, Rev. R. R., Washington.
Sigourney, Mrs. Henry, Boston.
Silsbee, Mrs. M. C. D., Boston.
Simpkins, Mrs. John, Jamaica Plain.
Slater, H. N., Jr., Providence.
Snelling, Samuel G., Boston.
Spaulding, J. P., Boston.
Spencer, Henry F., Boston.
Sprague, F. P., Boston.
Sprague, S. S., Providence.

Stanwood, Edward, Brookline.
Stearns, Charles H., Brookline.
Steere, Henry J., Providence.
Stewart, Mrs. C. B., Boston.
Stone, Joseph L., Boston.
Sturgis, Francis S., Boston.
Sullivan, Richard, Boston.
Swan, Mrs. Robert, Boston.
Sweetser, Mrs. Anne M., Boston.
Taggard, B. W., Boston.
Taggard, Mrs. B. W., Boston.
Talbot, Mrs. Isabella W., North Billerica.
Tappan, Miss Mary A., Boston.
Tappan, Mrs. William, Boston.
Tarbell, George G., M.D., Boston.
Temple, Thomas F., Boston.
Thaxter, Joseph B., Hingham.
Thayer, Miss Adele G., Boston.
Thayer, Miss A. G., Andover.
Thayer, Rev. George A., Cincinnati.
Thayer, Mrs. Nathaniel, Boston.
Thomas, H. H., Providence.
Thomas, Capt. J. B., Boston.
Thorndike, Mrs. Delia D., Boston.
Thorndike, S. Lothrop, Cambridge.
Thurston, Benj. F., Providence.
Ticknor, Miss A. E., Boston.
Tilden, Mrs. M. Louise, Milton.
Tilton, Mrs. W. S., Boston.
Tingley, S. H., Providence.
Tolman, Joseph C., Hanover.
Torrey, Miss A. D., Boston.
Townsend, Miss Sophia T., Boston.
Troup, John E., Providence.
Turner, Miss Abby W., Boston.
Turner, Miss Alice M., Boston.
Turner, Miss Ellen J., Boston.
Turner, Mrs. M. A., Providence.
Turner, Royal W., Randolph.
Underwood, F. H., Boston.
Upton, George B., Boston.
Villard, Mrs. Henry, New York.
Wainwright, Miss R. P., Boston.
Wales, George W., Boston.
Wales, Miss Mary Anne, Boston.
Ward, Rev. Julius H., Boston.
Warden, Erskine, Waltham.
Ware, Mrs. Charles E., Boston.
Ware, Miss M. L., Boston.
Warren, J. G., Providence.
Warren, Mrs. J. Sullivan, Boston.
Warren, Mrs. Wm. W., Boston.
Washburn, Hon. J. D., Worcester.
Waters, Mrs. Elizabeth F., Boston.
Waterston, Mrs. R. C., Boston.
Watson, Miss E. S., Weymouth.
Webster, Mrs. John G., Boston.
Weeks, A. G., Boston.
Welch, E. R., Boston.
Weld, Otis E., Boston.
Weld, R. H., Boston.
Weld, Mrs. W. F., Philadelphia.
Weld, W. G., Boston.
Wesson, J. L., Boston.
Wheeler, Nathaniel, Bridgewater, Conn.
Wheelock, Miss Lucy, Boston.
Wheelwright, A. C., Boston.
Wheelwright, John W., Boston.
White, B. C., Boston.
White, C. J., Cambridge.
White, Charles T., Boston.
White, G. A., Boston.
White, Joseph A., Framingham.
Whitehead, Miss Mary, Charlestown.
Whitford, George W., Providence.
Whiting, Ebenezer, Boston.
Whitman, Mrs. Sarah W., Boston.
Whitney, Edward, Belmont.
Whitney, E., Boston.
Whitney, H. A., Boston.
Whitney, H. M., Boston.
Whitney, Mrs., Boston.
Whitney, Miss, Boston.
Whitney, Miss Sarah A., Boston.
Whitwell, S. Horatio, Boston.
Whitwell, Miss S. L., Boston.
Wigglesworth, Miss Ann, Boston.
Wigglesworth, Edward, M.D., Boston.

Wigglesworth, Thomas, Boston.
Wightman, W. B., Providence.
Williams, George W. A., Boston.
Wilson, Mrs. Maria Gill, Newtonville.
Winslow, Mrs. George, Roxbury.
Winsor, J. B., Providence.
Winthrop, Hon. Robert C., Boston.
Winthrop, Mrs. Robert C., Boston.
Winthrop, Mrs. Thomas L., Boston.
Wolcott, J. H., Boston.
Wolcott, Mrs. J. H., Boston.
Wolcott, Roger, Boston.
Woods, Henry, Boston.
Worthington, Roland, Roxbury.
Young, Alexander, Boston.
Young, Mrs. B. L., Boston.
Young, Charles L., Boston.

SYNOPSIS OF THE PROCEEDINGS

OF THE

ANNUAL MEETING OF THE CORPORATION.

South Boston, Oct. 10, 1888.

The annual meeting of the corporation, duly summoned, was held today at the institution, and was called to order by the president, Samuel Eliot, LL.D., at 3 P.M.

The proceedings of the last meeting were read by the secretary, and declared approved.

Mr. John S. Dwight presented the report of the trustees, which was read, accepted, and ordered to be printed with that of the director and the usual accompanying documents.

The treasurer, Mr. Edward Jackson, read his report, which was accepted, and ordered to be printed.

The corporation then proceeded to ballot for officers for the ensuing year, and the following persons were unanimously elected: —

President — Samuel Eliot, LL.D.
Vice-President — John Cummings.
Treasurer — Edward Jackson.
Secretary — M. Anagnos.

Trustees — William Endicott, Jr., Joseph B. Glover, J. Theodore Heard, M.D., Andrew P. Peabody, D.D., Edward N. Perkins, Henry S. Russell, S. Lothrop Thorndike and George W. Wales.

The following persons were afterwards added to the list of the members of the corporation by a unanimous vote: T. O. H. P. Burnham, Alexander Young, John H. Holmes, Rev. George W. Brooks, George G. Tarbell, M.D., Frank E. Hodgkins, Dr. A. S. Hill and Erskine Warden.

The meeting was then dissolved, and all in attendance proceeded, with the invited guests, to visit the various departments of the school and inspect the premises.

M. ANAGNOS,

Secretary.

REPORT OF THE TRUSTEES.

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,
SOUTH BOSTON, Oct. 3, 1888.

TO THE MEMBERS OF THE CORPORATION.

Gentlemen and Ladies:—We have the honor to present to you, and, through you, to the legislature of the commonwealth, the fifty-seventh annual report of the institution under our charge for the year ending Sept. 30, 1888.

For fuller details you will look, of course, to the more copious report, hereto appended, of the director.

1. The quarterly reports of the director, confirmed by the personal observations of the members of this board, present a very satisfactory record of the life, the education, and the whole work of the institution during the past year.

The total number of blind persons in its various departments at the close of the year was 214, against 200 last year, and 180 a year before that. Of the 214, 27 belonged to the kindergarten for little sightless children at Jamaica Plain, 168 to the school proper at South Boston, and 19 to the

workshop for adults. These are the numbers after allowing for 26 who were discharged in the course of the year. The number of applicants for admission at the reopening of the school in September has been larger than ever before, so that it has not been easy to find dormitory room for all; especially is this the case at the kindergarten, whose single building already overflows, so that some of the more advanced pupils have had to be transferred to the buildings at South Boston.

The health of the household has not been so good as usual. For particulars we refer to the report of the director.

2. The School.

This is the central interest of the Perkins Institution. The whole evidence of the director and the teachers, and all the personal inspection which the members of this board have been able to make, warrant us in saying, that the education in all its departments — physical, intellectual, æsthetical, moral, practical — has been more than kept up to the high standard of the past few years. The scheme has been broad and many-sided, constituting, in the words of Mr. Anagnos, "a sort of physical, intellectual and moral gymnasium, preparatory to the great struggle in the arena of life," — a struggle which has peculiar difficulties for young aspirants deprived of sight, and which demands all possible furtherance of sympathy, and

all enlightened means and processes of culture. The education is progressive, and does not run in ruts of habit and tradition. The teachers, from the director down, have their eyes watchfully open to all new lights, which really are lights, and they are eager to adopt all true improvements. Subject to the controlling thought and method of the system as a whole, the teachers are free to exercise their own invention, and consult their own common sense, their individuality of method and of influence. And, to any one who visits the class-rooms, it is always interesting and inspiring to remark the zeal, the enthusiasm, the kindness and patience, with which these teachers make their work attractive to themselves as well as to their pupils.

Physical training receives more and more careful attention here, as its importance becomes more appreciated, and its methods — its science, we may say — more understood. The clear and earnest, and indeed the learned manner, in which the vital importance of this subject is set forth in the last year's annual report of the director, including an abstract of the whole history of the treatment, or maltreatment, which the human *body* has undergone in the alleged interests of the soul, prompts us to ask every one to read it.

In the intellectual department, in reading, from the raised type and from the Braille; in spelling, writing and reciting, and in the forming habits of distinct enunciation and agreeable, persuasive and

yet unaffected utterance; in mental arithmetic and geography (branches in which these pupils have for years peculiarly excelled); in algebra; in natural history, which, with them, is entirely object teaching; and in higher branches like mental and moral philosophy, history, literature and science, to which small classes of the more advanced ones give considerable time, — the work is faithful on the part of teacher and scholar. All that could be said of it a year ago can be said now, and even more, for there is always progress.

Music has always held a prominent place in this seven years' course of education. Here, too, we must report a steady, uniform improvement. The musical director, Mr. Thomas Reeves, with no aid from his eyes, but seconded by able, faithful teachers and by seeing music readers, still keeps up the standard of attainment in chorus and solo singing; in pianoforte and organ playing; in correct, tuneful, tasteful execution of popular and sometimes classical selections by the well-filled band of reed and brass instruments (think of the patience it must cost to teach them all their parts, mostly by dictation, and the wonderful amount and accuracy of memory in those who learn them!); in musical theory also; in the practice and analysis of harmony, not stopping short of counterpoint, for their induction into the mysteries of which they have for more than a year past had such material to read and analyze and play and sing as some of

the German chorals, set in the inimitable four-part harmony of Bach, — an inestimable advantage to them, both as accustoming them to the purest models of artistic, tenderly expressive contrapuntal harmony, and as endowing them with the means of inexhaustible social and religious edification by participating together in such high and perfect music. This ideal, to be sure, has been only partially and quite imperfectly realized. The experiment is in its infancy. Certain practical difficulties, involving other aspects of the general education, make it, as yet, impossible for any frequent practice of the chorals by the four classes of voices all together in full harmony. Sopranos with altos, tenors with basses, learn and practice their parts separately, eking out the other half of the harmony by the pianoforte, which of course falls far short of the ultimate intention; and all other kinds of four-part singing suffer under the same unfortunate embargo. But these chorals also form good matter for the band. With the four parts well distributed among the various instruments, they constitute some of their most noble, beautiful, uplifting and inspiring performances.

The number of pupils who received musical instruction during the past year was one hundred and thirteen. Of these, eighty-eight studied the pianoforte; ten, the cabinet and pipe organs; six, the violin; eight, the clarinet; one, the flute; nineteen, the various brass instruments; thirteen, the

history of music; thirty-eight (divided into four separate classes) studied harmony; eighty-four practised singing in classes, of which there are five; and twenty-five received private lessons in vocal training. Of the eighty-eight who began to take pianoforte lessons, twelve discontinued them, after a fair and careful examination, for want of the necessary talent.

Among the studies and the remunerative industries of the institution, the tuning of pianos has been practised with remarkable success. Mr. J. W. Smith, the able and devoted head of that department, with Mr. G. E. Hart and a corps of well-tried practical tuners, continue not only to be reëngaged for the tuning and regulating of all the pianos in the public schools of Boston, but to give unfailing satisfaction in numerous families, which have for years depended on their skill and faithful care.

This scheme of education, already large and many-sided, would not be complete without industrial training, whereby every pupil, boy or girl, may go out into the world armed for self-support by a practical acquaintance with some branch of manual industry. And this has been provided for from the date of the organization of the school. There is a workshop for the boys, in which the usual mechanic arts are taught, and with success, under the direction of work-master John H. Wright. Special attention is paid to upholstery,

with the details of which our assistant workmaster, Mr. E. C. Howard, has become very familiar. The workrooms for the girls are as attractive as ever, offering a scene of lively, varied, cheerful, useful, tasteful activity. Their fine condition is mainly due to the unremitting efforts and exquisite tact of the principal instructress and chief organizer, Miss Abby J. Dillingham, whose feeble health, unfortunately, compelled her to ask relief from her duties for one year; but she has returned to her post with improved health. In these rooms many of the girls have become adepts in the use of the needle, as well as in the manipulation of sewing and knitting machines. In some kinds of sewing, knitting and crocheting they surpass the majority of seeing workers. They excel in several kinds of handiwork requiring taste as well as skill. Nor is domestic labor neglected. They take their turns in doing the lighter household work, and will be able to do their part towards making homes comfortable and neat and pleasant.

3. Commencement Exercises.

These were held, according to the annual custom for the last seven years, on Thursday afternoon, June 7, in the great hall of Tremont Temple, more overflowed than ever by the eager multitudes that sought admission.

As chance would have it, there were no grad-

uates this year, no pupil being yet prepared. This fact must not be thought to contradict or in any way deduct from the credit we have just been giving to the school. It arose simply from some reconstruction of the curriculum, with the addition of new studies, making it impossible for any to complete the course in season. But the exercises were as significant, as varied, and as interesting and impressive as they always have been. The president of the corporation, Samuel Eliot, LL.D., presided, and an earnest opening address was made by the Rev. William Elliot Griffis, D.D. As a prelude on the organ, a fugue of Bach was played by Christopher A. Howland. After the address, a popular overture was played by the band of the institution, never before so well equipped with clarinets, flute, cornets and all the usual instruments of brass, and never more accurate in intonation and in execution, while showing a considerable gain in taste and good expression. A class of boys were very quick and sure in the solution of problems in mental arithmetic. Then came reading from the raised type by the touch by two of the younger girls, who proved themselves remarkably proficient; the clear, pleasant voice and just accent with which they read it out were no less commendable than the sure, quick motion of their fingers picking up the words. In the absence of the little children of the kindergarten at Jamaica Plain,

on account of the recent illness there, this reading exercise was supplemented by the introduction of that second Laura Bridgman, Helen Keller, eight years old, from Alabama, — a child of remarkable talent, whose rapid progress in the acquisition of knowledge and the command of language during the year and a half that she has been under the wise, affectionate and patient training of Miss Anna M. Sullivan, one of the most gifted and accomplished graduates of our institution, has been simply marvellous. On this occasion she read with the left hand, rapidly and easily, a little story from the raised type, telling it at the same time with her right hand through the finger alphabet to her teacher, who interpreted to the amazed, delighted audience. The ways of the child were so attractive and so unaffected, she was so happy and enthusiastic in the acquisition of each new thought or image, so eager to learn more, almost acting the whole story out with an electric play of gestures and of features, an unconscious eloquence of the whole body, that she seemed inspired. There was a grace and fascination in her every movement. Life and the knowledge of new things, new thoughts, new people, seemed an insatiable delight to her. Her mental activity is untiring. Throughout the livelong day she seeks, she learns, and she enjoys. And her nature is most affectionate; she remembers and she loves every one who has taken

friendly notice of her, showing the most devoted fondness for her teachers and her nearest friends. Of course the whole great audience were moved to deepest sympathy, and wholly captivated by so rare a child.

After a nice performance of Bach's first prelude, arranged as a trio for violin, alto-horn and piano, by C. W. Holmes, H. E. Mozealous and H. W. Miles, an exercise in geography with dissected maps showed remarkable proficiency in J. S. Davis, W. A. Messer and F. J. Muldoon.

The gymnastic exercises by the girls and by the small boys, both tastefully and fitly uniformed, and the military drill of older boys, under the exacting discipline of their "colonel," J. H. Wright, formed a spectacle well worth witnessing. It was followed by a female chorus, Eichberg's "To thee, O Country," sung with sweet voices, tuneful and expressive. And then came specimens of the way in which the little kindergarten children (those at the parent school, South Boston) model objects, illustrating chosen subjects, in clay. This time they chose "The Bee and its Work" for their subject; and very curious, individual and apt, sometimes humorous, were the forms they produced; and quaintly naive, at once shy and confident, their hurried *vivâ voce* descriptions each one of his or her work. Helen Keller bore her full share also in this triumph, though she could not speak except through her

teacher. While this plastic work was going on, remarks on the kindergarten, with eloquent appeals for its support, were addressed to the audience by Dr. Samuel Eliot and the Rev. Stopford W. Brooke.

A song, "Queen of the Earth," delivered in a fine, rich tenor voice, and with artistic, cultivated style, by Lemuel W. Titus; a well-studied exercise in science (*a*. The Sponge; *b*. A typical plant) was offered by a class of girls; and the programme, which the whole audience sat through with more than patient interest, was concluded with an effective singing, in full chorus, of Mendelssohn's "May Song."

These illustrations must have convinced all witnesses of the high standard, steadily maintained, and with such excellent results, in the whole education at the Perkins Institution. This standard will inevitably rise to a yet higher point, the fruits will be much finer, when the new kindergarten shall have had a few years longer to become fully operative, and when blind children shall be sent to the parent school, not after being, as hitherto, exposed in tender years to sad neglect and all perverting influences, but properly nursed and trained to pure and wholesome habits; their young faculties developed; their minds made receptive; their finer sensibilities ministered to; their innocent affections met; and, under sympathetic, constant care and teaching, heart and mind

and limbs and senses kept in harmonious play, and their young lives made full of happiness and loving joy. The kindergarten, give it a fair chance, will send another set of pupils to the older school, prepared by healthy early habit for studies more advanced. The Kindergarten, — we come now to that.

4. The Kindergarten for the Blind.

A beautiful beginning has been made; a pleasant domain secured; a building, — the nucleus for future buildings, — comfortable and admirably suited for its uses, completed, paid for, and now already for a year and a half occupied as the happy home and school of little sightless children, who learn to read and play and sing and exercise the senses which they have in a harmonious, healthy way. Poor little innocents! They felt at once the gracious influences of the place, as well as of the kind, noble women set to care for them; the excellent matron, Miss Isabel Greeley, the two trained kindergartners, Miss Fanny L. Johnson and Mrs. Sarah J. Davidson, and the assistant matron, Miss Nettie B. Vose. In this happy garden the young plants began soon to brighten and develop. A single summer showed great physical improvement in them all. They seemed delighted to learn through object-lessons, and their schoolrooms and their playrooms were a charming scene to visitors. The spirit of the

place was irresistible, bright, busy, loving and progressive.

The school began in May, 1887, with ten little pupils, — seven girls and three boys. At the close of the year, June last, there had been twenty-three in all. The only drawback was the invasion of scarlet fever (of which a full account is given in the report of the director), with the death of one very promising little boy. At present, twenty-seven children have been received; the building has accommodations for only thirty-two. One or two of the most advanced have had to be transferred to South Boston, and there are still more applicants. Waiting thus their turn, they are losing valuable time, and, in most instances, remain exposed to pernicious influences, from which they ought to be speedily removed. The erection of a second building, similar to that now in use, will ere long become imperative. But where are the funds to come from?

That "endowment fund of $100,000," which alone will supply a reliable source of income for the support of the kindergarten, accumulates but very slowly. Through the strenuous efforts of the ladies visiting committee, and of other friends of little sightless children, about one-third of this sum has been contributed. For the remaining two-thirds we must appeal once more to the philanthropic public.

The members of the ladies visiting committee

have done well their part so far, and do not falter yet. They have taken a profound interest in their work, and rendered valuable service in many ways. They have visited the kindergarten regularly, and in no mere perfunctory manner. They have become acquainted with the pupils and their needs; have learned to know them and their teachers; have aided and encouraged both with sympathy and good, womanly advice. They have made several appeals to the public in their behalf, — a public which has not yet met them half way. They have held receptions, not without fruit. They have done everything in their power to bring the enterprise to the notice of those who are blessed with benevolence as well as wealth.

Shall the appeal fail? Shall a work so incontestably good, a cause so sacred, languish for the want of money? Of course, it would be insulting Providence to doubt that the fund will be made up in course of time. But we need it *now*. We need it, that the helpless little ones presented for admission may not plead in vain. We need it for the relief and freedom from anxiety of our director, the self-sacrificing author of the plan, whose whole heart is in it; who has racked his brain and strained every faculty day and night in shaping and maturing it, and has expended his rare powers of elucidation and persuasion in getting others interested in it, until

it is absolutely due to *him* that all who have the means shall see to it that this foundation shall no longer remain uncompleted. We owe it to the beautiful idea itself, if only for its own sake, to a new movement in the work of education, one of the most original, most interesting, most beneficent (so far as it has yet had a chance to try itself) that ever sprang up among teachers in the whole history of education. If you doubt it, friend of humanity in this most philanthropic neighborhood, — at all events reputed such, — let us beg of you to take some early pleasant day, when you can do nothing better, and go out to Jamaica Plain and pay as long a visit as you can to that humble but attractive kindergarten, now only in its infancy. The teachers will welcome you with joy, explaining everything, concealing nothing; and the little ones, the flowers of this living garden, most certainly will win your heart. Do not fail to take the trip, you who delight in doing good and helping a good work. What worthier can you find? Object-teaching is the best kind for you, too; and when you see the school in operation, — the first such primary school for sightless children in the world, — you will own that its great usefulness is already fully demonstrated, and that its importance as the first round in the ladder of education for the blind is shown by the fruits already obtained through its ministrations.

5. Finances.

In the report of the treasurer, presented herewith, full details are given of all the receipts and expenditures of the year, which may be summarized as follows: —

Cash on hand, Oct. 1, 1887, ...	$3,028 47
Total receipts from all sources during the year (including collections of payable notes), .	160,463 80
	$163,492 27
Total expenditures and investments, . .	126,185 75
Balance, ...	$37,306 52

From this exhibit it may be seen that the finances of the institution have been prudently managed, and are in a satisfactory condition.

By will of the late Ann Schofield, the institution received a bequest of $2,000, and also an interest in the estate No. 47 Pinckney street, upon the death of certain relatives. These relatives desired to purchase the interest, and the institution accordingly sold it to them for the sum of $2,250 (which in one sense was partly a gift), making the total receipts from this bequest amount to $4,250.

By a unanimous vote of the board, a part of the permanent funds has been invested in real estate. A brick building, four stories in height, located at No. 10 Hayward place, has been purchased, and a part of it will be eventually used for the purposes of the institution.

The members of the finance committee have exercised due care in all matters of investments, while the auditors of the accounts have examined all bills and vouchers with regularity and diligence, and have certified their correctness.

6. Repairs and Improvements.

No structural alterations of noticeable magnitude have been undertaken during the past year, and the work of repairs has been confined to what seemed to be necessary for the preservation of the buildings, — some parts of which are in a rather shaky condition, — and for the health and comfort of the household. The only radical change has been made in the entrance of the main building (hitherto always a precipitously steep and awkward, if not dangerous, approach), which has been reformed, reconstructed and improved as much as the limitations imposed by an antiquated edifice, ill-adapted to practical purposes, would allow.

7. Printing for the Blind.

The press has been, during the year, in active operation, and prolific in its issues. The edition of the "Book of Common Prayer," for which Mrs. Sarah A. Lawrence made provision, was issued early in the year, and by her munificence a fund is provided for reprinting it whenever new copies shall be needed. Since its completion there have been printed editions of Longfellow's "Hiawatha," "Stories for Little Readers," "The Child's First

and Second Book," and the first volume of Irving's "Life of Washington," of which the remaining volumes are now in press. Besides the books already mentioned, an edition of one hundred copies of the "Story of a Short Life" has been printed for free distribution, at the expense of Miss Nina Rhoades of New York, whose liberal gift we here gratefully acknowledge.

The importance of this department cannot be overestimated. With every new book there is an enlargement for all coming time of the scope of knowledge, æsthetic culture and intellectual enjoyment for the blind; and this not only for our own institution, but for all similar schools in the English-speaking world.

The most pressing need of this department is a building, in which the different processes may be conducted with increased facility; and with it a fire-proof depository for plates, which, if destroyed, could be reproduced only with a large and needless expenditure of labor and money.

In addition to the books which have been printed, ten wall-maps have been completed, and the same number of dissected maps are in the process of construction.

8. Workshop for Adults.

The workshop, as will be seen by the financial statement, has barely supported itself; but it has been of essential service in employing persons

whose faithful industry entitles them to a livelihood, but who without this resource would sink into inevitable idleness and penury. This department deserves patronage, for its work is of the very best quality, and at prices barely remunerative. But it cannot compete successfully with establishments that keep themselves before the public by advertising and agencies. All that it needs is an increased demand for its work. We beg the friends of this institution to make known in their respective circles this method by which an essential charity may be conferred, with mutual benefit to giver and receiver.

The first teacher in this department, John Pringle, died on the 27th of August, at the age of seventy-five, and in his fifty-sixth year of service. He was educated at the Edinburgh Institution for the Blind, and was engaged by Dr. Howe to start the operations in handicraft in the Boston school. He has filled his place with credit and honor, and by industry and thrift has secured a comfortable subsistence for his family.

It is worthy of note that the three earliest schools for the blind in this country all obtained their first teacher in handicraft from the Edinburgh institution: John Pringle having come thence to Boston in 1832; William Murray, to New York in 1833; John Roxbury, to the Pennsylvania institution in 1833 or 1834.

9. Death of Members of the Corporation.

The corporation has lost by death during the past year one of its most devoted and efficient friends and helpers, James Sturgis, for more than thirty years a member of the board of trustees. No man can have left a more precious memory than he will ever hold in the respect, esteem and love of the many who were in various ways brought into relation with him. Rigidly upright, benevolent equally from feeling and from principle, wise in counsel, unsparing of time and labor in any and every cause of human good, he gave his whole noble self, mind, heart and soul, to the interests of this institution, and has been closely identified with its growth and well-being for more than half the period of its existence.

The trustees, at a meeting on the 3d of February, 1888, expressed their sense of his merit and of their own bereavement and loss in the following vote: —

In the death of James Sturgis, late a member of this board, we have lost a constant, faithful and devoted friend of our institution; a colleague in whose intercourse, counsel and coöperation we have always found enjoyment and benefit; an associate endeared to us by his uniform courtesy and kindness; and a fellow-citizen whose upright, honorable and generous life has merited cordial esteem, respect and confidence.

The other members of the corporation who have died during the year are: Louisa May Alcott, well known for her eminent and merited success as an

author; Ezra Howes Baker; Mrs. E. B. Bigelow, whose whole life was a ministry of love; James Freeman Clarke, whose loss is deeply felt in every cause and interest of philanthropy; George H. Corliss of Providence; Mrs. Margarette S. Curtis; Stephen Deblois, a man of high reputation for fidelity in various positions of trust and influence; Mrs. George Gardner, who made it her happiness to do good; Henry W. Gardner of Providence; Mrs. Sarah A. Gill of Worcester; William Grosvenor of Providence; Moses Hunt of Charlestown; John Pickett of Beverly, a man of surpassing merit in all the relations of social and public life; Mrs. Sarah Shaw Russell, one of the noblest of women, who abounded in kind offices in the smaller and the larger circle; John H. Sturgis; and Samuel D. Warren, a liberal supporter of various public charities.

All which is respectfully submitted by

FRANCIS BROOKS,
JOHN S. DWIGHT,
WILLIAM ENDICOTT, Jr.,
JOSEPH B. GLOVER,
J. THEODORE HEARD,
ANDREW P. PEABODY,
EDWARD N. PERKINS,
WILLIAM L. RICHARDSON,
HENRY S. RUSSELL,
THOMAS F. TEMPLE,
S. LOTHROP THORNDIKE,
GEORGE W. WALES,

Trustees.

THE REPORT OF THE DIRECTOR.

"Je songe à l'an qui s'avance,
Tout aimable et tout joyeux,
Rempli de foi, d'espérance
Et de rêves radieux." — DUVAL.

TO THE BOARD OF TRUSTEES.

Gentlemen: — Another year, the fifty-sixth in the history of the institution, has just closed; and, in bidding it farewell and welcoming the radiant dawn of a new one, I beg leave to submit to you a brief account of what has been done during its course, and to touch upon such matters as are germane to the education of the blind or concern their general welfare.

It is a great pleasure to be able to state, at the outset, that the current of events has flowed on regularly and quietly, and that nothing unusual has occurred to impede its onward motion or to disturb its evenness.

The establishment has enjoyed a high degree of prosperity. The tasks and enterprises appropriate to its different branches have been carried on with

care and assiduity, and its affairs, both external and internal, are in such a desirable condition, that, if we cannot announce the full realization of all our wishes and hopes, we may yet rejoice in the abounding evidence that we have not labored in vain.

Number of Members of the Institution.

"Learning's little household did embark,
With her world's fruitful system, in her sacred ark."

Swift.

At the beginning of the past year the total number of blind persons connected with the institution in its various departments, as pupils, teachers, employés and work men and women, was 200. Since then 40 have been admitted and 26 have been discharged, making the present total number 214.

Of these 167 are in the school proper, 28 in the kindergarten at Jamaica Plain, and 19 in the industrial department for adults.

The first class includes 153 boys and girls enrolled as pupils, 11 teachers and other officers, and 3 domestics. Of the pupils, there are now 141 in attendance, 12 being temporarily absent on account of ill health or from other causes.

The second class comprises 27 little boys and girls and one teacher; and the third 19 men and women employed in the workshop for adults.

Health of the Household.

"Δόξαν γὰρ τό δ' ὑγιείας ἔχει." — Euripides.

I regret to be obliged to report that the standard of the general health of the household has been below the customary average. True, we have had no violent outbreaks of epidemics, nor any instance of serious illness; but our records show an unusual amount of ailments of a minor character. This has been especially the case in the boys' department. Here, during the months of February and March, an uncommonly large number of pupils, teachers and other officers, were on the sick list from one to two weeks at a time, suffering either with nausea and diarrhœa, or with sore throats and a sort of weakening debility.

As a class of diseases similar to those occuring with us were prevalent in our neighborhood, their cause may be reasonably attributed to the atmospheric influences, which were for the most part marked with frequent changes, extremes of temperature and unwonted dampness.

At the recommendation of our medical inspector, Dr. Homans, the sanitary arrangements of the main building were at once examined by the proper authorities. The large cistern was emptied and cleaned, and the vent pipes of the traps were altered and reconstructed in strict conformity with the provisions and requirements of the new law regulating matters of drainage and plumbing.

In the girls' department, in addition to several cases of measles of the lightest form, there has been one of scarlatina. As soon as the nature of the disease was ascertained, the little patient was removed to the city hospital, where she received proper treatment, and made good recovery; the cottage in which she lived was thoroughly fumigated under the supervision of an agent of the board of health, and measures which proved very effectual were taken to prevent the spread of the infection.

Death has not penetrated the walls of the institution itself to lay its rude hands upon any of its inhabitants; yet we have to mourn the sad loss of two of our pupils, — Rosanna O'Riley of Somerville and Carl Paddleford of Boston. They died at their respective homes, the former in March, and the latter on the 29th of June.

Rosanna was an amiable and well-disposed girl, born with all her faculties in perfect condition About four years ago, while attending school in her neighborhood, she received a very severe injury by the fall of a heavy gate, — which struck her on the side of the head, — and lost her sight in consequence of the blow. Evidently a serious disturbance was caused in the cerebral region by this accident, from the painful effects of which she never recovered, suffering more or less from them as long as she lived. Three days after her admission to this institution, which took

place on the 21st of September, 1887, she had one of these attacks, and was obliged to go home and remain there for three or four weeks. This has happened several times. Finally, she was placed at the Massachusetts General Hospital, where she had most excellent care and medical attendance. She was repeatedly and thoroughly examined by the best specialists and other eminent physicians connected with that renowned institution, but they were baffled in their investigations and diagnosis by some symptoms of the malady, which seemed to be unique in their nature.

Carl was a good, honest, conscientious lad, of average mental ability, and refined bodily organization. As he was ailing with a soreness of the bowels, to which he was subject, he went home four days before the close of the school term for the summer vacation. Soon his illness developed into typhoid fever of a dangerous character, and terminated fatally. His demise was very sudden, and cast a gloom over his loving sisters and father, while it filled with grief every member of our household.

Review of the Work of the Institution.

"Let us survey the vantage." — Shakespeare.

The work of the institution has been carried on, as usual, in five distinct departments; and a brief review of the operations of these different

branches during the past year will show that our system of physical education, mental development, moral and æsthetic culture, and manual training, has been pursued patiently and perseveringly, and that the results produced thereby are manifest in various ways.

Department of Physical Culture.

"Health is the vital principle of bliss,
And exercise of health." — Thomson.

The value of physical culture has been fully recognized in our school, and due attention has been paid to it. Indeed, it is no presumption on our part to say, that no similar establishment in this country affords better and ampler facilities for the regular and systematic training of the bodily powers than does our institution. We aim to render these in the highest degree efficient in their several functions, to check morbid tendencies and to prevent disease.

Our gymnasium is adequately equipped with the necessary appliances and apparatus, and the various exercises therein prosecuted, under the direction of Colonel John H. Wright and Miss Della Bennett, are progressive in their arrangement and simple in their character. They tend to oxygenate and purify the blood, expand the chest, call all the different sets of muscles alike into play, strengthen the nerves, increase the

action of the circulatory organs, promote digestion and assimilation of food, develop robust constitutions, and fortify those that are feeble, and keep up the sanity and vigor of the brain.

In compliance with the requirements of the institution, the pupils have pursued the series of gymnastics assigned to them with steady regularity. Moreover, every method has been employed to induce and even to compel them to spend a portion of their time in the open air every day. Our rules requiring them to be out of doors during recesses are enforced quite as rigidly as those which demand their presence in the schoolroom during study hours.

Literary Department.

"The helm may rust, the laurel bough may fade,
Oblivion's grasp may blunt the victor's blade;
But that bright, holy wreath which learning gives,
Untorn by hate, unharmed by envy, lives." — Grahame

In reviewing the work of this department, I note with pleasure the advance herein made, and am happy to report that the mental activity of the pupils has been diligently promoted, and that their appreciation of knowledge, and their desire to crown their heads with the "bright wreath which learning gives," have been steadily developed.

Following the injunction, *nil temere novandum*, we have made no rash innovations in the

modes of teaching; yet rational improvements have been introduced, and the evolution of ideas from the examination and study of sensible objects has been steadily promoted. Great reliance has been placed upon the employment of tangible articles and concrete illustrations as the fittest means for imparting exact knowledge to the blind, as well as stimulating their thoughts. Objects and materials of various kinds, freely drawn from the animal, vegetable and mineral kingdoms, have been in constant use. This method of instruction is of incalculable benefit to both seeing and sightless children. For, as Goethe says, nature is the only book that presents weighty matter on every page.

"Die Natur ist das einzige Buch, das auf allen Blättern grossen Inhalt bietet."

Owing to a variety of causes of a purely personal character, an unusually large number of changes has occurred in the corps of instructors in the boys' department, where there remains but one of the four teachers who were with us twelve months ago.

For reasons relating to the condition of her health, Miss Sarah J. Whalen withdrew from the service of the institution at the beginning of the spring term in April, and Miss Mary Howard of Chelmsford was appointed as her successor. Miss Howard is perfectly familiar with the wants and requirements of the blind, and has proved to be a

valuable acquisition to the *personelle* of our school. Patient, unassuming, modest, strictly conscientious, prudent, and of a well-balanced mind, she is thoroughly devoted to her work, and spares no labor to make it a success.

At the close of the school term, Miss Annie K. Gifford declined a reëlection, having decided to spend a part at least of the coming year at her home in Provincetown, in order to obtain some rest and recreation made necessary in her case by the fatigue resulting from the faithful performance of her duties. She was quiet in her demeanor, and of a retiring disposition, but true, honorable, discreet and fair-minded in all her dealings with her pupils and associates. It was with deep regret that we felt ourselves obliged to part with her. Miss Kate F. Gibbs, a graduate of the Westfield normal school, and a person of experience and good parts, was appointed to fill the vacancy. A few weeks later Mr. Jesse T. Morey sent us formal notice of his decision to quit his post as principal teacher in this department, in order to enter upon the duties of superintendent of the public schools of a town in Nebraska, to which office he had just been elected. His resignation was accepted, and Mr. Edward E. Allen of West Newton was chosen in his place. Mr. Allen belongs to a family of teachers noted for their fine culture and ripe scholarship, and seems to have inherited some of their tastes and traits of character. He is well

acquainted with our work in all its special features, and the fact that he does not intend to consider teaching as a temporary resort, or as a stepping-stone to some other profession, but regards it as his permanent occupation, renders his joining our corps of instructors peculiarly welcome to us.

We have often had occasion to remark that the training which the blind children and youth receive at our school is not only beneficial to themselves, but also, in some instances, helpful to their families, both in an educational and moral point of view. As a further proof of this fact, we copy the following extract from a letter written to us by an intelligent and philanthropic lady, who is connected with one of the leading benevolent societies of her place, and who is deeply interested in the welfare of one of our little boys: —

> I have waited a few days before answering your note, as I wished to see Charles R——. I am very much pleased to notice his improvement in every respect. His mother says that she shall give his brothers a good education, so that they may not be inferior to Charles. Freddy will enter the grammar school this fall. As you perceive, the education which Charles is receiving will benefit the whole family. And, as I hoped, the father is keeping sober while Charles is at home.

One of our graduates of the class of 1887, Mr. William B. Perry, who, in addition to the branches taught in our school, applied himself to the study of Greek and Latin with the assistance of a private tutor, has just been admitted

to Amherst College without a single condition or restriction, having passed the requisite examination very creditably.

Department of Music.

"There is a charm, a power, that sways the breast;
Bids every passion revel or be still;
Inspires with rage, or all our cares dissolves;
Can soothe distraction, and almost despair:
That power is music." — Armstrong.

The amount of good work accomplished in this department during the past year is very creditable to all connected with it, in whatever capacity.

The principal branches of both vocal and instrumental music have been well taught by competent instructors, but special stress has been laid on the study of the pianoforte, a proficiency in which is indispensable to those who intend to follow the musical profession.

One of the classes in harmony, consisting of ten girls, finished the first and second parts of Richter's manual, studying at the same time composition in its simpler forms. Fully realizing the intrinsic value of this branch, they worked sedulously to become proficient in it. The fruits of their labors were displayed in two concerts, the results of which were very gratifying, proving that the efforts of these young girls have been crowned with success. The programmes of these entertainments were made up wholly

of original music, in which were included pieces both for the pianoforte and the voice, the former being for two and four hands, and the latter for one, two, three, and four voices. In some instances, the words of the songs were also written for the occasion. The teaching of harmony is a suitable employment for those of the sightless musicians who are gifted by nature with a good ear, whereby they can readily distinguish each separate tone in any series of chords on the pianoforte.

Two new pianofortes have been purchased during the past year, and our collection of musical instruments of different kinds has been fully replenished, and has received many needed additions.

For the clear understanding and due appreciation of the master-works of the inspired composers, in addition to a comprehensive knowledge of constructive details obtained by a thorough study of the science of music, frequent attendance upon musical performances of a high order is indispensable. This privilege our students have enjoyed in full measure, and we gladly avail ourselves of this opportunity to acknowledge our indebtedness to the leading musical societies and organizations of Boston, to the proprietors and managers of theatres, and to the distinguished musicians of the city, — whose names will be given elsewhere, — for opening to pupils of this

institution, freely and in a most generous spirit, the doors of the best concerts, oratorios, operas, recitals and entertainments of various kinds.

There have been four changes made in the corps of teachers and music readers of this department. At the close of the last school session, Miss Julia H. Strong, who had rendered good service for three years, declined a reëlection ; and the engagements of Miss Bertha E. Reed and Miss Jenny A. Wheaton were not renewed, in accordance with a previous understanding. During the latter part of the summer vacation, Miss Daisy S. Monroe resigned her position. The vacancies have been filled by the appointment of Miss Agnes E. Snyder, Miss Elizabeth B. Langley, Miss Alice Bryant and Miss Theodosia C. Benson.

Tuning Department.

"The sound
Symphonious of ten thousand harps that tun'd
Angelic harmonies." — Milton.

Since the last report was made, the affairs of this department have been managed with the usual ability and sound judgment.

While the year which has just elapsed has witnessed no marked changes, it has, nevertheless, been a period of steady growth in those things most desirable for the well-being of this department.

The number of pupils has increased to sixteen. The facilities for the study and practice of the art of tuning have been kept up to the usual high mark. The contract for taking care of the pianofortes of the public schools has been renewed for another year, and the receipts from outside patrons indicate a growing feeling of confidence in the skill and ability of sightless tuners. Accounts received from former graduates of this department, who have settled in various parts of New England, show a good degree of success. A few are located in the western and southern states, and are establishing a business sufficient to yield them at least a fair maintenance, and in some cases much more than that.

Department of Manual Training.

> "Great things of small
> One can create, and, in what place soe'er,
> Thrive under evil, and work ease out of pain,
> Through labor and endurance." — Milton.

Manual training has been made one of the most prominent means of improvement in this institution. Its claims are placed on a par with those of the regular studies, and a part of each day is devoted to it. All the pupils, whether destined to become teachers of music, or of some other branch, are required to spend a number of hours regularly in the shop, in order

to learn to use their fingers; and, be their social and domestic circumstances what they may, we cannot help urging them most emphatically to heed the following advice, which according to Rückert, a king gave to his son: —

"Be diligent
In learning all arts, in acquiring all manner of knowledge.
If you come to need them, they will be your capital;
If you do not, they will always be accomplishments."

A brief examination of the operations of the industrial department will show that its work has been carried on during the past year with the same earnestness as heretofore, and with equally satisfactory results in both its branches.

I. Workshop for the Boys.

The manual training of the boys has been carried on with commendable zeal and with increasing success.

None of the usual branches of work has been allowed to lapse, and some of them have been greatly improved. This is specially true with regard to the upholstering of furniture, which has been steadily developed under the care of our assistant workmaster, Mr. Eugene C. Howard, and has become one of the leading and most available occupations for the blind. Several of the older pupils have been so well trained in this art, and have acquired such a proficiency

in it, as to enable them to take their places in the ranks of regular craftsmen. During the past year they have upholstered anew all the furniture in the cottages for girls in a most satisfactory manner.

II. Workrooms for the Girls.

> "One by the hearth sat, with the maids around,
> And on the skeins of yarn, sea-purpled, spent
> Her morning toil." — HOMER.

The usual degree of activity has prevailed in these rooms during the past twelve months, and particular pains have been taken to maintain their attractiveness, as well as the high standard of industry which the pupils are expected to reach.

The classes in sewing and knitting, both by hand and machine, in bead and fancy-work, and in making useful and ornamental articles of various kinds, have been continued with excellent results.

In many cases the progress of the learners has been very slow; and, in order to teach them the rudiments of handicraft step by step, the instructors in the different branches have been required to exercise no small amount of patience and tact. Yet, on the whole, satisfactory advancement has been made all along the line.

It gives us very great pleasure to report that the principal teacher in this branch of the in

dustrial department, Miss Abby J. Dillingham, who was compelled by feeble health to take leave of absence for one year in order to seek rest and recuperation, has returned to her post with strength renewed and spirits refreshed. We regret to add, however, that her assistant and substitute, Miss Cora L. Davis, who rendered efficient service to the institution for six consecutive years, is no longer with us, having entered upon the duties of a home of her own. The vacancy created by this new invasion of matrimony has been filled by the appointment of Miss Mary L. Sanford of Stamford, Vt. The engagement of Miss A. M. Morrison as assistant terminated with the expiration of the school year.

Laura Bridgman's Semi-centennial.

> "Age cannot wither her, nor custom stale
> Her infinite variety."—Shakespeare.

A noteworthy event in the history of the school occurred during the past year, — an event as unique and significant as it was interesting. It was nothing less than "the commemoration of an achievement, which has won the admiration and excited the astonishment of the world," — a memorial meeting in honor of Dr. Howe, as well as an occasion of extending felicitations to Laura Bridgman, who celebrated, on the afternoon of Dec. 21, 1887,

the fiftieth anniversary of her admission to the school.

The date was somewhat later than that of her first arrival at the institution, but was chosen by Laura herself, in order that her fifty-eighth birthday might carry off the honors.

The music hall of the institution was appropriately decorated with plants and flowers, emblems and mottoes; conspicuous among the latter, and placed over the large organ, were Dr. Howe's chosen words, here and now grandly exemplified, "Obstacles are things to be overcome." In front of the platform an evergreen tree had been placed, beautifully decorated and heavily laden with presents sent by friends from far and near. The hall was filled to its utmost capacity with the members of the school, including those from the kindergarten, and with invited guests, among whom were Mrs. Julia Ward Howe, Rev. A. A. Miner, D.D., Rev. Edward Everett Hale, D.D., Rev. Phillips Brooks, D.D., Capt. Robert Bennett Forbes of Milton, Mrs. John E. Lodge, Miss Sophia B. Carter of Andover (one of Dr. Howe's first pupils) and her sister Miss Emily Carter.

Laura was seated on the platform, and at her special request Miss Moulton, the matron of the institution, sat by her side and kindly gave her a running interpretation of the performances as they progressed.

Mrs. Howe presided, and opened the exercises with the announcement that, in response to Laura's

request, her friend, Miss Freda Black, would give an organ solo, adding the explanation that Laura enjoys music through her feet from the vibrations of the floor. After the solo, which was spoken of as "appropriately jubilant and brilliant," Mrs. Howe gave a brief but most fitting address, in the following words: —

We meet today at once to congratulate a friend and to celebrate an achievement. We congratulate Laura Bridgman upon the completion of her fiftieth year of life in this beloved institution. We celebrate the victory achieved in her behalf by heroic philanthropy over difficulties supposed to be insurmountable. When we think of what Laura's life might have been, our thoughts present to us an abyss of darkness and isolation which we have no power to measure. We commiserate alike the blind and the deaf. "Knowledge at one entrance quite shut out" is a fact sad enough to contemplate; but when sight and hearing both fail, we might ask, what is left? In Laura's case these precious senses were lost in infancy, before the immature mind had had any opportunity of enriching and improving itself from the outer world. She had, indeed, seen that beautiful world, but with the eyes of a little child who knows not the meaning of what she sees. She had heard the music of a mother's voice when it meant to her only the ready sympathy and protection which the youngest child seeks and needs. Education would have interpreted to her growing mind the deep significance of these familiar facts. But at this juncture education became impossible. The outer world became a blank to her. We cannot wonder that her mother, on becoming aware of the child's condition, thought of death as a happy release for her. Any of us, under similar circumstances, would have so considered it. But this captive of darkness was to be ransomed. Even while people mourned and despaired for her,

her deliverer was at hand. As in the old days of chivalry the world was wont to demand a champion for a woman in distress, so Rumor found our hero, Dr. Howe, dwelling with prophetic foreboding upon the possibility of interpreting the two worlds of thought and of action to one shut off from the royal road to knowledge, the way of visible perception.

Laura seemed to be disinherited of her human estate. No ray of light, no accent of instruction, could reach her. For her there was no word, no definite thought. Now came the question, can the most patient labor lead her to the apprehension of language? Perhaps there would be one chance in favor of this, and many against it. Of that one chance Dr. Howe determined to avail himself to the utmost. He found the little girl desolate at her father's fireside; he persuaded her parents to give her into his care. And, after many efforts and much anxious waiting, the light within the beleaguered citadel answered to the light without, and Laura entered into the great inheritance of human thought and expression. So we congratulate Laura today upon having been enabled to live so much of a normal human life, rich in sympathy, and full of instruction to herself and others. And, rejoicing with her, we may also rejoice that the ministration which has been so happy in her case has become a point of departure for the instruction of many who are cut off, as she has been, from the immediate sources of knowledge, but who, like her, may be led to attain the great results of human life.

At the conclusion of her address, Mrs. Howe remarked that Laura herself had something to say, and proceeded to read the following sketch written by Miss Bridgman: —

There was a little blind and deaf and dumb girl named Laura D. Bridgman, whose eye was shaded by a curtain from her childhood; then the curtain was drawn up by the hand

of God, and her head was filled with light divine. She lived on an immense farm in Hanover, N. H. She was conducted to Boston by her parents at the age of seven years. A great and wise gentleman came to visit her at her own home. His name was Dr. S. G. Howe, of whom little Laura was so very shy; she was timid of his long hands when he took her tiny hands gently and kindly. Little Laura was shy when Charles Sumner and Dr. John Fisher and other gentlemen greeted her most cordially and kindly. She was so happy to live with Dr. Howe and his sister Jeannette for months. He bought her a little costly chair with a stuffed seat, which she enjoyed highly; also a nice low and narrow bed, which could be made for sitting up in instead of leaving the French couch.

It was a joyous privilege for her to learn to spell on her tiny fingers. She learned to thread a darning needle by the aid of the first matron of the institution, whose name was Mrs. Smith. She loved her dearly. She used to rock on a rocking horse; she used to ride in a basket with wheels, the girls loved to draw her so much. She studied arithmetic, algebra, geography, history, astronomy, philosophy and geometry when she was grown up. It was a blessing that she could accomplish various things. Besides doing duties for the matron and friends, she was happy to be the assistant of the teacher in the work school for many long terms. She hopes zealously that all children will be cared for with a loving providence from our heavenly Father; also that they may love him.

It is a great pleasure for me to welcome you all on the blest anniversary of my birthday. I praise the Lord for his loving kindness toward me. He has been merciful to enrich me with a home and many friends during this long, long life of fifty years. I have attained the enjoyment through the wondrous goodness of our heavenly Father. If Dr. Howe and Mrs. Morton and Miss Rogers and Mrs. Bond were on

the wide earth, it would add the happiness of my greeting them at this jubilee. But the Lord is my joy, and I rely on him for real happiness. I loved Dr. Howe as well as an own father. He was a precious gift from above for my youth. He is more worthy than fine gold."

Dr. Samuel Eliot, president of the corporation, was unable to attend the celebration, but sent a congratulatory letter, containing facts and reminiscences of the deepest interest: —

Dec. 20, 1887.

Dear Mr. Anagnos: — I very much regret that illness will prevent me from being with you tomorrow when you keep Laura Bridgman's semi-centennial. The celebration of an event so interesting to the school as her admission to it is a happy idea, and I am sure, with Mrs. Howe and other friends, it will be most happily carried out. Will you give Laura a message of kindness and deep personal interest from me? I am thankful for her that she has fifty rich years to look back upon, filled as they are with memories of devotion to her and devotion from her, the dead no less living to her than those who survive, and all in one communion of helpfulness and love. It is indeed a beautiful life, its great wants greatly supplied, and its grateful returns flowing in an unbroken stream.

My own recollections of her are more than half a century old. I was asked in my boyhood by Mr. Longfellow, my mother's friend and mine, to go with him to the White Mountains, and not with him only, but with his travelling companions Mr. Hillard and Dr. Howe. Mr. Hillard was to deliver an oration before a Dartmouth College literary society at commencement, and so the first stage of our journey was Hanover, N. H., where we spent several days. One afternoon Dr. Howe left us to see a child of whom he had spoken as interesting him strongly. She was not merely blind like his pupils in the Perkins Institution, but was also deaf and dumb. Neither

Dartmouth commencement nor the White Mountains had been the chief object of his journey, but this child, whom he thought he could help, if her parents were willing to intrust her to him. It was a grave proposal to make to them, a grave responsibility for him to assume; but he was ready, and the parents yielded. He returned to us from his drive like one who had won a victory; and a victory it proved, — one of those victories of peace which uplift humanity and bring us all nearer to God.

The day when Laura Bridgman was found in her helplessness by her benefactor was her true birthday. Till then she was more like one unborn; but at his word she was born into the life she has since lived. The lines of Whittier on his own birthday come back to us as we celebrate hers: —

"And if the eye must fail of light,
The ear forget to hear,
Make clearer still the spirit's sight,
More fine the inward ear.

Be near me in my hour of need,
To soothe, or cheer, or warn;
And down the slope of sunset lead,
As up the hills of morn."

With all good wishes, your faithful friend,

Sam'l Eliot.

A performance by the band then gave the audience another opportunity of witnessing Laura's pleasure in music, as she frequently clapped her hands and uttered sounds of delight.

Rev. Edward Everett Hale, D.D., was then called upon.

He said that he had the advantage, which sixty-five years of age gives, in being able to compare the present with the past. He remembered the first fair for the blind which had

been spoken of; indeed, he was fond of telling his young friends at the institution of the contribution which he made to that fair, and of the glories of it in the eyes of a boy. In those days, the blind had not one book to read where they have now a hundred, and successes which we now count as a matter of course were then spoken of as if they were doubtful experiments.

It is impossible to speak on such an occasion without recalling the memory of Dr. Howe, to whose courage, faith, perseverance and insight, what we might call the second birth of Laura Bridgman was due. To the sagacity of his plans, to the diligent care of his daily observation, and to that unbroken patience with which he carried on his care of her, who shall say how much the world now owes? For, indeed, the whole system of our modern education, not only of the blind, but in all schools, has been changed by the light thrown upon the training of the human mind in the successive reports of Dr. Howe. And what a benefaction it is which he and Laura Bridgman gave to this world! How much the world now owes of its knowledge of the mind and its processes, — may I not say of the soul and its powers? — which it can prove by a visible demonstration, for which, fifty years ago, no such demonstration was possible! Here is the whole range of skepticism as to spiritual power; here are the people who tell us that to the operation of the five senses is due all the knowledge which we call spiritual knowledge, all the conceptions which we call spiritual conceptions, all the insight which we call spiritual insight. And now those persons, when they tell us so, have to consider the undoubted fact, that, in Laura Bridgman, who is bereft of at least three of those senses, what we call spiritual life shows no check or hindrance. The elements of spiritual life are faith and hope and love, — "these three abide and are eternal." And where will you go to find faith or hope or love stronger in their work, more distinct in every token

which you may ask for, than you find them in the life of our friend here, who is wholly deprived of the organs, which, you are told, produced these realities by some mechanical efficacy? This is no time nor place to carry out such illustrations of the new plane on which the whole science of education stands, since Dr. Howe brought the little girl whose new birthday we commemorate from her country home; since he lifted her from that grade of being, which one hardly calls human life, in which she only felt with her finger-tips the roughnesses of outside things, and made her live and move and have her being in that other plane of life, where they see as they are seen and know as they are known, even if they think the thoughts of angels, and see the visions of angels, and know the truth which angels are glad to know. But, without carrying out into long detail the suggestions of such memories, one is glad to express gratitude to Dr. Howe and congratulation to her.

Rev. A. A. Miner, D.D., was the next speaker. He gave an interesting account of a call which he made at Mr. Bridgman's house in Hanover, N. H., during his residence in the neighborhood as a young school-master, where he first saw Laura, then a beautiful infant of a year old. This was before the dreadful fever had deprived her of every sense but that of feeling.

It would tax our imagination, he added, to conceive how it could be possible for Laura to regain any fraction of that which she had lost; but it is only a wonderful illustration of that great and wise maxim, "where there is a will there is a way." What has here been done is but a dawning of the possibilities of education.

A group of children seated on the platform, and comprising the members of the kindergarten in Jamaica Plain, were now introduced, and gave a little song composed for the occasion, in the following words: —

> The birthday queen we children greet,
> And offer roses, fresh and sweet.
> May fortune never cease to bless
> And crown her days with happiness.

Meanwhile, two of their number came forward and presented Miss Bridgman with a beautiful basket of choice flowers, "which she fondled with such evident delight that one could almost believe her touch was delicate enough to convey to her mind an idea of their true beauty in color and fragrance."

Rev. Phillips Brooks, D.D., was then invited to speak, and alluded to the mystery of Miss Bridgman's life: —

> How isolated, shrouded in darkness, it seems to us, yet perhaps more blessed than we can imagine, since in her blindness she may have seen things that other minds have never conceived. There is something more than the mere fifty years of Laura Bridgman's life that we can be grateful for. It has opened up a new thought, a new world to us, — the knowledge of that great unseen. I do not know how much she has realized this, how much light she has shed upon science and upon the method of treating those similarly afflicted; but it is certainly great. Her life has been free from distractions; it has not been pulled about by outside

influence. In the silent house of fifty years this life must have been drawn near to God with a nearness which we cannot feel. If she has had thought of the great usefulness of her life, of its inspiration, we have nothing to pity her for, only to congratulate her, and feel a fellow-thankfulness for her life.

The speaker hoped for many more years of happiness for Laura, before the perfect life which never ends should come. In conclusion, Dr. Brooks made a pleasant allusion to the kindergarten and the parent institution.

Capt. R. Bennett Forbes of Milton, one of the oldest living representatives of the Perkins family, contributed the following interesting reminiscence connected with Laura's history: —

As my memory, like my speech, is very short, I have reduced it to writing. Feeling great interest in this institution, and believing that I am the oldest representative of one of its earliest friends, Col. Thomas H. Perkins, I have come here at the invitation of Mr. Anagnos. After what has been said by able speakers, it would be out of place for me to say more than a few words, especially as my deafness prevented my hearing what has been said. A friend reminds me that Thomas Carlyle impudently said, "what great or noble thing has America ever done?" It was replied: "She has produced a girl born deaf, dumb and blind, who, from her own earnings, has sent a barrel of flour to the starving subjects of Great Britain in Ireland." I had the pleasure of carrying the flour to Ireland in the "Jamestown," in 1847; and, after forty years, the fact has not been forgotten by the Irish people.

A statement was then given regarding the number and condition of persons at the present

day afflicted like Laura. "Two of these are now under special training, and are in charge of graduates of this school, — Edith M. Thomas, scarcely nine years of age, who has just been admitted to the kindergarten, and has already mastered a few words in the finger language; and Helen A. Keller of Alabama, who, though little more than seven years of age, is quite phenomenal in mental capacity and growth, and has already made remarkable progress, as *facsimiles* of her letters, in the neat 'square hand,' clearly prove."

Helen's story excited intense interest, and held the attention of the audience very closely, as it seemed to present another little Laura Bridgman, just emerging from dread darkness into joyful light, under the faithful instruction of a gifted teacher, who had studied Dr. Howe's methods and imbibed his spirit, thus helping forward his great work, and adding choice flowers to his memorial wreath. It seemed a singular coincidence that Laura's semi-centenary should mark the advent of two little hapless pilgrims to the beneficent care that had given to her life all its brightness.

Selections from a biographical sketch of Laura, compiled from Dr. Howe's reports, were read by Eunice French, and a four-part song given by the girls concluded the programme.

During the exercises Laura had shown a keen and lively interest in all that was passing, and

her mobile countenance and happy manner clearly expressed the overflowing joy of her heart. When she was at length conducted to the tree, her surprise and delight seemed boundless. Friends gathered around to present their congratulations, and to witness her joy as she examined and appropriated the gifts. As she had previously intimated that nothing would give her more happiness than a music-box, one was soon discovered among her new-found treasures, and set in motion. Holding it in her hands, she felt the vibrations of the tune, and laughed aloud with pleasure. A gold bracelet next caught her attention, and with an expression of delight she placed it upon her wrist.

The whole scene was one which verified and emphasized the assertion, that the development of Laura Bridgman's nature to the point which it has now reached, requiring as it has the utmost skill and patience on the part of her instructors, is "one of the most remarkable educational facts of the century."

Helen Keller.

"Nor strong tower, nor wall of beaten brass,
Nor airless dungeon, nor strong links of iron,
Can be retentive to the strength of spirit."

Shakespeare.

The case of little Helen Keller is a most striking illustration of the truth, which is tersely but graphically expressed in the above lines of the poet.

When nineteen months old, this remarkable child was suddenly attacked by a severe illness, which, although brief in duration, destroyed her senses of sight and hearing. As both these royal avenues of perception were hopelessly closed, the tiny victim was at once isolated from her environment, and sunk in the bosom of thick night and profound stillness. She could no longer hear the music of the birds and the soothing lullaby of her loving mother, nor see the beauty of the flowers and the smiling faces of those around her. The sun and moon and every starry light were eclipsed to her, and the booming of the cannon and the thunder, "winged with red lightning and impetuous rage," ceased to have the slightest effect upon her sealed ears. To her all was black and peaceful, silent and awful. Hers seemed to be the secluded lot of an exile in the world, debarred from human fellowship, shut out from all that is sweet in intercourse with others, and doomed in the very midst of the crowd to the misery of solitary confinement. The following words of Sir Walter Scott give as characteristic a description of her position in society as if they had been written for that express purpose: —

> "'Twas a prison room
> Of stern serenity and gloom."

But, although Helen's physical frame, deprived of its principal channels of communication with the

material world, became a sort of dismal dungeon cutting her off "from the cheerful ways of men," her unfettered spirit was neither crushed nor maimed, nor reduced to drowsy inertia and fatal stupor by the mournful sullenness and dead silence of its encasement. On the contrary, like a caged lark, impatient of its captive state, it was constantly striving for a vent whereby to get abroad, to go out and examine the relations of external things, to come in contact with living creatures and inanimate objects.

While Helen's mind was thus laboring to escape from the strong tower of its imprisonment, my friend and former pupil, Miss Anna M. Sullivan, was engaged by Capt. Keller at my recommendation to aid his little daughter in her strenuous efforts to gain freedom. Fully conscious of the magnitude of the task, the young teacher entered upon the duties of her holy mission with much diffidence and not a few misgivings as to the completeness of her equipment and its adequacy to meet the requirements. But she was determined not to disappoint those who placed implicit confidence in her ability. Nor was there any ground for serious apprehension of failure on her part. She had no uncertain problems to solve, no untried experiments to make, no new processes to invent, and no trackless forests to traverse. Her course was clearly and definitely indicated by the finger of the illustrious liberator of Laura Bridgman. His

glorious achievement stood before her like a peerless beacon, illumining her pathway, urging her onward, and filling her heart with hope and encouragement.

On taking charge of her little pupil, Miss Sullivan saw at a glance that she had an extraordinarily bright child to deal with, and that what was so wonderfully made could not be kept in endless shade. The ebulliency of Helen's mental activity, and the outbursts of despair which followed the failure of her attempts to make herself understood by the members of her family, convinced the teacher that there was a tremendous intellectual force locked up and suppressed in a dismal grave, struggling for an outlet, and ready to shatter its barriers. Following the simplest and most direct methods of Dr. Howe, Miss Sullivan sought anxiously to find some aperture in the rocky walls of the cavern, through which to convey the pabulum of knowledge to a starving soul. Her efforts were rewarded with a speedy and grand success. Helen's darkened mind was reached through the sense of touch, and was filled with rays of celestial light. The stupendous feat was accomplished instantaneously, as by the touch of a magic wand. The little prisoner was triumphantly rescued, and became at once a citizen of the world. She is no longer disinherited from her human estate, and treads the earth with buoyant footsteps and a light heart. Freed from her double incarceration, and

lifted from her bondage, she stands now upon the mount of mental vision, and receives her inspiration directly from external sources. Her deliverance from the dreadful abyss of blackness and solitude was hailed with joy in every direction; and, while she is still contending against fearful odds, the people at large watch her with loving sympathy, encourage her in her attempts to gain intellectual light, feel pride in her achievements, applaud her triumphs, cheer her with appreciative words and cordial greetings, and urge her to go forward.

In my last annual report I published a short sketch of Helen's case, together with a most interesting and instructive account of her history, and of the means and methods employed in her education, written by Miss Sullivan. I shall now notice in brief such of the developments or striking phenomena as have occurred during the past year, dividing them into physical, intellectual and moral.

Before proceeding with my story, I deem it my duty to state, that personal observation and careful study of the multiform phases presented by this human marvel have convinced me, that there is not the slightest exaggeration in what has been said about her. This opinion is shared by all who have come in contact with her.

Helen enjoys excellent health. Her appetite is exceedingly good, and her sleep, which, in the

language of the poet, constitutes the "chief nourisher in life's feast," is sound and unbroken. Her bodily growth has been perfectly symmetrical. She is now eight years and four months old, and her height is four feet, five inches and three-fourths. Her waist measures twenty-four inches, and her head, which is broad and full, measures twenty-one inches and a half in circumference — in a line drawn around it and passing over the prominences of the parietal and those of the frontal bones. The measurement over the head from the orifice of one ear to that of the other is eleven inches and three-fourths, and from the chin to the top of the crown it is thirteen inches. Notwithstanding the rapidity of her physical development, her frame is so fitly proportioned and so well filled out, her stature so erect, her features so symmetrical, and her figure so graceful, that the following words seem to be peculiarly fitting to her case: —

> "How tall she grows! What subtle grace
> Doth every movement animate!
> With garments gathered for the race,
> She stands a goddess, plump and straight."

Helen's mind is incessantly active, and its energy is so intense that men of the medical profession often ask the question, "does she rest well?" and seem to be surprised at the unexpected affirmative reply, which is invariably given to them. There is sufficient ground, however,

not only for mere apprehension, but for serious fear, lest the continual excitement of her brain should undermine her health. Of this danger both her teacher and her parents are fully aware, and they are very careful to guard against it. They cause her to take appropriate bodily exercise daily, and avoid everything that might produce disturbance in the nervous system, or serve to stimulate vigorous thought. Since March last no regular instruction has been given to her either in reading, writing, arithmetic or any other branch. Nevertheless, it is utterly impossible to prevent her studying. Whether she is in the house or in the garden, out in the open country or in the crowded streets of a city, on land or on the water, she finds everywhere abundant materials for a lesson in geography or botany or mathematics, or on some other subject. As soon as she enters a car on a horse railroad, she wants to know the color of the animals, the names of the conductor and driver, the number of the passengers, and whether there are any babies among them, and asks what can be seen on either side of the vehicle as it moves along on the track. In June last she visited the Bunker Hill monument at Charlestown, in company with her mother, her teacher and her friend, Mrs. Hopkins, and manifested great interest in its history and in its height. She had hardly reached the ground

after descending from the top of the tower, when she informed her companions that there were two hundred and ninety-two steps in it, missing only two from the exact number.

For six weeks I have had the rare pleasure of sitting by her side at the table, and of walking, playing, romping and travelling with her constantly, and only once during this period did I see her exhibit a spirit of impatience. This occurred during a visit to Pilgrim Hall at Plymouth, where, after examining various articles, such as a model of the "Mayflower," a spinning wheel, Peregrine White's cradle, and several ancient chairs, tables and utensils, she was very much disappointed because everything was not explained to her minutely, and because she was not allowed to lay her hands on the contents of the cabinets, and on all the precious relics that are treasured in that sacred shrine. Her hunger for knowledge is insatiate. She is always on the *qui vive* for something new which seems beyond her reach. No sooner does one begin to converse with her, than the interrogatives, "why," "how many," "who," "what," "when" and "where," fly from her fingers in rapid succession.

This constant seeking after information, and incessant mental alertness, taxing as they do the intellectual and reasoning faculties to the utmost, might prove calamitous to a person of ordinary

organization; but fortunately Helen is provided with a safeguard of inestimable value in her cheerful temperament, for she is ever merry, lively and hopeful. She is full of sportiveness and glee, of fun and frolic. She has in a full measure the buoyancy and gayety of childhood. When playing with other little boys and girls, her shrill laugh sounds loudest in the group.

"A sweet, heart-lifting cheerfulness,
Like spring-time of the year,
Seems ever on her steps to wait."

This glad flow of spirits is one of the main tributaries to the stream of her physical well-being; for, of all the mental dispositions that exert a favorable influence upon health, cheerfulness is the most potent. It is a peculiarly excellent tonic, and the "best cordial of all." It is a perpetual song without words, promoting harmony of soul, and refreshing mind and body as much as actual rest.

"It gives to beauty half its power,
The nameless charm, worth all the rest —
The light that dances o'er a face,
And speaks of sunshine in the breast."

Indeed, joy, mirth, hope and a sense of contentment may be classed among the strongest and most effective sanitary agencies. They stimulate the respiration and circulation, and aid the various organs of the body to perform all their functions smoothly and powerfully.

It has been ascertained, beyond the possibility of doubt, that Helen has not the slightest perception of light or of sound. She is totally blind and deaf. On the other hand, the acuteness of her remaining senses, and especially that of touch and feeling generally, has been brought to perfection by constant exercise. She recognizes her friends as soon as her fingers come in contact with their hands or with their dress, and not the faintest odor escapes her notice. When anyone begins to play on the pianoforte, on the organ or on any other instrument, her brain is instantly informed of the fact through the vibrations of the floor. While attending one of the weekly concerts in our hall last summer, she became so animated and enlivened by the strains of the music, that it was quite difficult to prevent her from indulging in dancing. Of this diversion she is very fond, having learned its rhythmic movements by feeling the motions of the feet and the bend of the knee of one of her little companions, who was trying to teach her the Terpsichorean art.

Helen's mind has developed itself in a remarkable manner during the past year. By cheerful toil and patient labor she has gathered a rich harvest of general information, and has made astonishing progress in the acquisition of language. Her vocabulary has increased to such an extent as to comprehend more than three thousand

words, which she can spell without a mistake and employ accurately in composition. This is a marvellous achievement, for there is no pupil in any of the schools for the blind, from the lowest up to the highest grade, who is so thoroughly acquainted with the intricacies of orthography, and none in those for deaf-mutes who can use idiomatic English with such ease and precision. Nay, more! There is no child of her age, in full possession of his faculties, who could accomplish in several years what she has done in nineteen months.

The story of the progress made by this little human being is like a romance. It is fraught with interesting and instructive incidents, and opens to all intelligent persons new sources of thought and wonder. As will be seen by the extracts from her diaries, and by her letters, she has gained an uncommon facility and copiousness of expression. She takes great delight in reading to herself. Indeed, it is an indescribable pleasure to watch her beaming and ever-changing countenance as the sentences fall from her fingers. Little stories, written in a simple style, offer, of course, peculiar attractions to her; but, no matter what the nature of an embossed book is, she will occupy herself with it for hours, apparently feasting on its contents.

One evening she put her hand on a copy of

Bach's chorals, selected and edited by Mr. John S. Dwight for the use of the blind, which was lying on my desk; and, as she turned a few leaves, she began to inquire the meaning of the words *wie*, *schön*, *leuchtet*, etc., which formed part of the title of the first hymn. No explanation was given to her then about the German or any other foreign tongue. This was done, however, on the evening of the 8th of July, when she was anxious to know what Latin was, having just heard it mentioned by a pupil of the high school as one of the studies there. On being told by her teacher that it was a foreign language, spoken by an ancient people and altogether different from ours, Helen caught the idea instantly, and learned in a few minutes the words *mensa*, *homo*, *pater*, *mater*, *puer*, *puera* and *soror*, most of which were spelled to her only once.

The next day she left Boston for Brewster, where she was to spend the summer months playing, bathing, and gathering shells and seaweeds; but on the 14th of August I received a note from her, saying that she was studying French with her teacher, and giving as specimens of her work several short sentences, in which there was but a single inaccuracy, the expression *ma chère*, instead of *mon cher monsieur*, being used twice. I need scarcely remark that I was both delighted and surprised at this new

revelation. In the same letter she spoke of her future intentions and of her thirst for general information in the following words: "I will learn to talk Latin, too, and some day you will teach me Greek. I do want to learn much about everything." While bathing at the sea-shore at Brewster, she made the acquaintance of a German lady, who, responding to her wishes, taught her a few German words.

On her return to Boston at the opening of our school, Helen seemed to be very eager to study Greek; and, in answer to her constant inquiries, I spelled to her, from time to time, in the simplest possible form, a number of words and short familiar phrases, such as *dendron*, tree; *dactylidion*, ring; *triches*, hair; *kalè eméra*, good morning; *kalè nykta*, good night; *pos échete*, how do you do; *kalos*, well; *chœre*, good-bye, and many others of the same character. That the little witch should have stored in the capacious treasury of her memory every scrap of knowledge, which she had picked up in her irregular linguistic excursions, and that she should be able to use it correctly whenever she pleases, seems inconceivable. Yet the following *fac-simile* of a letter which she wrote to me while making a visit at the kindergarten for the blind, — differing from the original only in the underlining of the foreign words and sentences, — leaves not a shadow of doubt on this point: —

Roxbury, Mass, Oct. 17 th.
Mon cher Monsieur Anagnos.

I am sitting by the window and the beautiful sun is shining on me Teacher and I came to the kindergarten yesterday. There are twenty seven little children here and they are all very blind. I am sorry because they can not see much. Sometime will they have very well eyes? Poor Edith is blind and deaf and dumb. Are you very sad For Edith and me? Soon I shall go home to see my mother and my Father and my dear good and sweet little sister. I hope you will come to Alabama to visit me and I will take you

to ride in my little cart
and I think you will like
to see me on my dear gentle
little pony's back. I shall
wear my lovely cap and
my new riding-dress. If
the sun shines brightly
I will take you to see Lucila
and Eva and Bessie
When I am thirteen years
old I am going to travel
in many strange and
beautiful countries.
I shall climb very high
mountains in Norway
and see much ice and
snow I hope I will not
fall and hurt my head
I shall visit little Lord
Fauntleroy in England
and he will be glad to
show me his grand and
very ancient castle And
we will run with the

deer and feed the rabbits
and catch the squirrels.
I shall not be afraid of
Fauntleroy's great dog
Dougal. I hope Fauntleroy
take me to see a very kind
queen. When I go to France
I will talk French. A little
French boy will say, Parles-vous
Francais? and I will say,
Oui, Monsieur, vous-avez un
joli chapeau. Donnes moi
un baiser. I hope you will
go with me to Athens to
see the maid of Athens.
She was very lovely lady
and I will talk Greek to
her. I will say, se agapo
and, hos echete and I think
she will say, kalos, and then
I will say Chaere. Will
you please come to see me
soon and take me to the

theater? When you come
I will say, Kale emera,
and when you go home
I will say, Kale nykta.
Now I am tootired to
write more; Jevous aime.
Aurevoir
From your darling little
Friend Helen A. Keller

On the 29th of October she wrote to her aunt in Tuscumbia a brief letter, in which she recurs to the same subject with her usual clearness. As this epistle may serve as a confirmation of the statement made above, I copy it herewith *verbatim*, *literatim* and *punctuatim*. It may be proper in this connection to state, once for all, that whenever any passage of Helen's writings is quoted in the accounts concerning her, it is done with a sense of the importance of a scrupulous adherence to the exact form which she used. No change and no correction is ever made, not even of the orthography. The note in question reads as follows:—

My dearest Aunt, — I am coming home very soon and I think you and every one will be very glad to see my teacher and me. I am very happy because I have learned much about

many things. I am studying French and German and Latin and Greek. *Se agapo* is Greek, and it means I love thee. *J' ai une bonne petite sœur* is French, and it means I have a good little sister. *Nous avous un bon pere et une bonne mere* means, we have a good father and a good mother. *Puer* is boy in Latin, and *Mutter* is mother in German. I will teach Mildred many languages when I come home.

Helen A. Keller.

These letters, together with a large number of others which she has written to relatives and friends, show conclusively not only that their tiny author is gifted with extraordinary ability for acquiring foreign languages as well as that of her own ancestors, but also that she has made surprising progress in the arrangement and coherency of her ideas, in clearness of statement and in evenness of style.

Helen has attained uncommon dexterity in the use of the manual alphabet of the deaf-mutes. She spells out the words and sentences so fast and so deftly, that even those who are accustomed to this language find it extremely difficult to follow with the eye the rapid motions of her fingers. When left alone, she seems very happy if she has a book or her knitting, or some sewing to do for the famous Nancy and the rest of her dolls, of which she has quite a family. If she has no occupation, she evidently amuses herself by imaginary dialogues, or by recalling past impressions. Whether she reads, soliloquizes or

dreams, she invariably spells out with her fingers her perceptions, her thoughts or her sleeping fantasies.

Let me observe here, that Helen's dreams, like those of all other persons, are the result of the spontaneous action of her mental faculties. They are accurately modelled upon the experiences of her waking life, producing sensations similar in kind to those received in her state of consciousness, but without order or congruity, because uncontrolled by the will. Persistent inquiries have elicited the fact, that light and sound are as completely absent from her dreams as they are from her eyes and ears. The last time that we questioned her closely as to whether she ever dreamed of seeing or hearing, she replied with emphasis, "No! I am blind and deaf."

But, remarkable as is the velocity with which she writes her thoughts upon the air, still more so are the ease and accuracy with which she reads the words formed in the same way by another person, grasping his hand in hers, and following every movement of his fingers as letter after letter conveys his meaning to her mind. Nor is the swiftness with which she peruses the embossed page, nor the rapidity with which she spells out with one hand what she reads with the other, less wonderful.

Helen is a close observer of the actions, manners and movements of those around her, and

takes the greatest delight in trying to reproduce some of them. This tendency towards imitation is very strong, and enables her both to amuse herself and to entertain others. Frequently she utters sounds as if she were singing, or holds a book before her and pretends to read by moving her lips. When she visited Wellesley College, she examined the statuary carefully, and afterwards imitated the various attitudes, which had attracted her attention. This she did with great exactness, copying from the statue of the dancing girl, for instance, the position of feet, hands, arms, head, — indeed, of the whole body.

Lack of space prevents me from enlarging on this topic; but I must give one more anecdote. Helen went to church one Sunday with Mrs. Hopkins, Miss Sullivan having first charged her little pupil to be quiet while in the sacred edifice. At first she was inclined to talk with her fingers, and asked what the minister was saying. Mrs. Hopkins told her, and then reminded her of the injunction to be still, which had been given to her. Helen immediately obeyed, turned her head in a listening attitude, and said "I listen."

Doubtless this gifted child is endowed with a set of intellectual faculties of the highest order, which enable her to observe acutely, to apprehend readily, to understand clearly, to imagine vividly and to reason correctly. But the crowning glory of her talents consists in the tenacity of her

memory and in the extraordinary quickness of her perceptions. In respect to both these mental qualities she has but few equals. All that appears to be miraculous or mysterious in her case can be traced either to one or both of these sources, and be thereby explained.

Helen seldom, if ever, forgets anything that she has once learned. Names, facts, descriptions, figures, dates, all are arranged in perfect order in the capacious recesses of her cerebral structure, so that she can use them at will. Her remembrance of past occurrences is very accurate. She can give the name and residence of any person with whom she is slightly acquainted, with perfect exactness. You may ask her about something which she wrote to a friend or put down in her diary six or seven months ago, and she will repeat the statement almost word for word. Last June she was introduced to a young Greek student, whose long name, consisting of twenty-eight letters, was spelled to her only once. In repeating it she made but one mistake. This was corrected, and about three months later she asked me where Mr. *F-r-a-n-c-i-s D-e-m-e-t-r-i-o-s K-a-l-o-p-o-t-h-a-k-e-s* was.

But, great as is the tenacity of her memory, the keenness of her perceptive faculties is even greater, — it is simply marvellous. As soon as a sensation, even of the faintest kind, reaches the sensorium, being telegraphed to her brain through

the medium of the organ of touch, or through the slightest muscular contact or pressure, her mind seems to emit a species of electric light, which illumines the regions of thought, and renders things clear to the understanding. The vision of

> "That inward eye
> Which is the bliss of solitude,"

is so perfect in Helen's case, that the images of her perceptions dance before it like the daffodils of Wordsworth. Instances illustrative of this point are very numerous, and are of the most profound interest, both from a physiological and psychological point of view. Miss Sullivan has given in her sketches quite a number of them, and I have room here for only one other, which I copy from my memoranda.

One day a number of persons assembled in our dining-room were shown by Miss Moulton, the matron of the institution, a crystal lemon-squeezer of new design, and all tried in vain to guess what it was. It had never been used, and its shape failed to suggest to any one its purpose, until Helen examined it. She immediately spelled "lemonade," and wished for a tumbler, in which to prepare some. When the glass was brought, she put the squeezer in proper position upon it. On being closely questioned as to what had suggested to her an idea, which the adults around her had

failed to catch, she twice put her hand to her forehead, and spelled "I think."

Helen's fertile mind is rich in ideas and crowded with thoughts, and some of her single sayings are like flashes of light in the darkness. On being asked once by a clergyman what ministers are, she answered promptly, "they are men who read from a book and talk loud for people to be good." Evidently her definition is not wanting either in originality or in aptness.

Helen's moral qualities are as remarkable for their excellence as are those of her intellect. It is no hyperbole to say, that she is a personification of goodness and happiness. She never repines, and is always so contented and gay, so bright and lively, that

> "While we converse with her, we mark
> No want of day, nor think it dark."

Of sin and evil, of malice and wickedness, of meanness and perverseness, she is absolutely ignorant. She is as pure as the lily of the valley, and as innocent and joyous as the birds of the air or the lambs of the field. No germ of depravity can be detected in the soil of her moral constitution, even by means of the most powerful microscope. Her natural feeling of regard for others because they have manifested kindness and admiration towards her, has thus far been a strong protection against the growth of inordinate sel-

fishness. To her envy and jealousy are utterly unknown. She is in perfect harmony and on the best of terms with every one. Her disposition,

> "Like a bee in a wild of flowers,
> Finds everywhere perfume."

She loves her parents, her baby sister, her teacher, her relatives and friends, her playmates and companions, her dolls, her animals, and all living creatures, with a sympathy so broad and deep that it opens her heart to the noblest inspirations. By her benevolence and good will towards all, she teaches us how to seek the highest goal,

> "To earn the true success;
> To live, to love, to bless."

As a striking illustration of Helen's intense fondness for all living creatures, and of her great interest in their welfare, we print in full the following description of a touching incident, written by one of our teachers in the girls' department, Miss Fanny S. Marrett: —

Helen is much interested in eleven tadpoles which have their home in a glass globe in one of our schoolrooms. The acquaintance began several weeks ago, when a tadpole was caught and put into her hand. This was her introduction. It was a pleasure to note the wonderful eagerness and tenderness with which she made discoveries concerning the form and structure of this new object. She seemed to realize at once

that she had come in contact with a very delicate organism, and that she must deal gently with it. She was soon told why the little creature ought to be put back into the dish, and having learned how essential water is to the life of a tadpole, she did not wish to have any of the eleven taken from their native element. She would plunge her hand into the globe, delighted to feel the tadpoles swimming around in it; and very often she succeeded in catching some of them, but she always held them under water.

One day the tiny creatures were transferred to a more shallow dish, and one of them leaped beyond the margin and fell upon the schoolroom floor.

A teacher found it as she was going with Helen to pay the usual visit to the tadpoles. She gave it to Helen, who examined it very carefully, while her face and language expressed a most loving sympathy. Suddenly the tail moved, and at this faint sign of life Helen gave a quick and joyous spring, and signified her wish that the tadpole should be at once put in water. She then named it "the sick tadpole." For some days afterward, the first question she asked upon entering the schoolroom was, "how is tadpole?" When told that he seemed quite well and strong again, she said to many friends in her happiest way, "tadpole is much better!" Even now, as she realizes the joyous activity of the tadpoles as they swim past her hand, she does not forget that one of them has suffered, and her first inquiries are always for "the one that was sick."

She is fond of modelling in clay, and the phases of the tadpole's life have been, of late, a favorite theme for this work. A bowl is first made, and then, one by one, eleven tadpoles appear in it. She has learned that our tadpoles become frogs by and by, and she often suggests in clay this future state of development. A frog has therefore a place on the board beside the tadpole, and Helen delights in contrasting the two forms of life which she has represented.

The beautiful traits of Helen's character are evenly developed in all directions. They shine from all sides of her nature like brilliant stars. Her loveliness of soul beams through her face. She is so simple and natural, so sweet and affectionate, so charming and generous, so magnanimous and unselfish, that all lovers of poetic childhood cannot help holding her dear, and counting her among the gems of humanity. She certainly is a rare phenomenon, in whom some of the highest intellectual qualities are combined with a spirit whose saintliness makes her life a blessing upon earth. Although her vision, her hearing and her speech are entirely gone, yet, to use the words of Shakespeare, —

> "There's language in her eye, her cheek, her lip,
> Nay, her foot speaks; her wanton spirits look out
> At every joint and motive of her body."

At my urgent request, Helen, accompanied by her mother and her teacher, came to the north in the last week of May, and spent several months with us as our guest. I need scarcely say that her arrival n Boston was hailed with great delight. Her stay here, although very short, was of inestimable benefit to her in more ways than one. She visited many places of interest, and was received everywhere with a cordiality that could hardly be surpassed. She made numerous warm friends, who are strongly attached to her. She met with

many persons who could converse with her by means of the manual alphabet, and thus came into contact with minds variously constituted. We gladly allowed her to use freely our library of embossed books, our collection of stuffed animals, sea-shells, models of flowers and plants, and the rest of our apparatus for instructing the blind through the sense of touch. I do not doubt that she derived from them much pleasure and not a little profit.

But, whether Helen stays at home or makes visits in other parts of the country, her education is always under the immediate direction and exclusive control of her teacher. No one interferes with Miss Sullivan's plans, or shares in her tasks. She has been allowed entire freedom in the choice of means and methods for carrying on her great work; and, as we can judge by the results, she has made a most judicious and discreet use of this privilege. What the little pupil has thus far accomplished is widely known, and her wonderful attainments command general admiration; but only those, who are familiar with the particulars of the grand achievement, know that the credit for it is largely due to the intelligence, wisdom, sagacity, unremitting perseverance and unbending will of the instructress, who rescued the child from the depths of ever-during night and stillness, and watched over the different phases of her mental and moral

development with maternal solicitude and enthusiastic devotion.

As Miss Sullivan alone can speak with authority of the course pursued in the education of Helen in all its details, and of the various phenomena relating to such a unique case, I urged her to take up the thread of her narrative where she left it last year, and bring it down to the present date. In compliance with my request, she prepared the following account, which, as a specimen of simple, clear, pithy and cogent statement, is a model in its way. Here is her story.

In the sketch of Helen Keller, which I wrote a year ago, I gave a brief account of her progress from March 2, 1887, to October of the same year. I shall now continue the account as late as Oct. 1, 1888.

During the past year Helen has enjoyed excellent health. She has grown in stature and increased in strength. She is tall for her age (eight years), well formed and vigorous. Her eyes and ears have been examined by skilful specialists, and it is their opinion that she cannot have the slightest perception of either light or sound. The remaining senses have visibly improved.

It is impossible to tell exactly to what extent the senses of smell and taste aid her in gaining information respecting physical qualities; but, according to eminent authority, these senses do exert a great influence on the mental and moral development. Dugald Stewart says: "Some of the most significant words relating to

the human mind are borrowed from the sense of smell; and the conspicuous place, which its sensations occupy in the poetical language of all nations, shows how easily and naturally they ally themselves with the refined operations of the fancy and the moral emotions of the heart." Helen certainly derives great pleasure from the exercise of these senses. On entering a green-house her countenance becomes radiant, and she will tell the names of the flowers, with which she is familiar, by the sense of smell alone. Her recollections of the sensations of smell are very vivid. She enjoys in anticipation the scent of a rose or violet; and, if promised a bouquet of these flowers, a peculiarly happy expression will light up her face, indicating that in imagination she perceives their fragrance, and that it is pleasant to her. It frequently happens that the perfume of a flower or the flavor of a fruit recalls to her mind some happy event in home life, or a delightful birthday party. She seems to have the same fondness for eating that other children have at her age.

In regard to the sense of touch, it has sensibly increased in power during the year, and has gained in acuteness and delicacy. Indeed, her whole body is so finely organized, that she seems to use it as a medium for bringing herself into closer relations with her fellow-creatures. She is able not only to distinguish with great accuracy the different modulations of the air and the vibrations of the floor made by various sounds and motions, and to recognize her friends and acquaintances the instant she touches their hands or clothing, but she also perceives the state of mind of those around her. It is impossible for any one with whom she is

conversing to be particularly happy or sad, and withhold the knowledge of this fact from the child.

She observes the slightest emphasis placed upon a word in conversation, and she discovers meaning in every change of position, and in the varied play of the muscles of the hand. She responds quickly to the gentle pressure of affection, the pat of approval, the jerk of impatience, the firm motion of command, and to the many other variations of the almost infinite language of the feelings; and she has become so expert in interpreting this unconscious language of the emotions, that she is often able to divine our very thoughts.

In my account of Helen last year, I mentioned several instances of occasions wherein she seemed to have called into use an inexplicable mental faculty; but it now seems to me, after carefully considering the matter, that this power may be explained by her perfect familiarity with the muscular variations in the physique of those with whom she comes into contact, caused by the play of their different emotions. Surrounded by darkness and stillness, she has been forced to depend largely upon this muscular sense as a means of ascertaining the mental condition of those about her. She has learned to connect certain movements of the body with anger, others with joy, and others still with sorrow. One day, while she was walking out with her mother and Mr. Anagnos, a boy threw a torpedo, which startled Mrs. Keller. Helen felt the change in her mother's movements instantly, and asked, "what are we afraid of?" On one occasion, while walking on the common with her, I saw a police officer taking a man to the station house. The agitation which I felt evidently pro-

duced a perceptible physical change, for Helen asked, excitedly, "what do you see?"

A striking illustration of this strange power was recently shown while her ears were being examined by the aurists at Cincinnati. Several experiments were tried to determine positively whether or not she had any perception of sound. All present were astonished when she appeared not only to hear a whistle, but also an ordinary tone of voice. She would turn her head, smile, and act as though she had heard what was said. I was then standing beside her holding her hands. Thinking that in all probability she was receiving impressions from myself, I put her hands upon the table, and withdrew to the opposite side of the room. The aurists then tried their experiments with quite different results. Helen remained motionless through them all, not once showing the least sign, that she realized what was going on. At my suggestion, one of the gentlemen took her hand, and the tests were repeated. This time her countenance changed whenever she was spoken to, but there was not such a decided lighting up of the features as when I had held her hand.

It will be remembered, that in the account of Helen last year it was stated, that she knew nothing about death, or the burial of the body; and yet, on entering a cemetery for the first time in her life, she showed signs of emotion, — her eyes actually filling with tears.

A circumstance equally remarkable occurred last summer; but, before relating it, I will mention what she now knows with regard to death. Even before I knew her, she had handled a dead chicken, or bird of some sort, and perhaps also the carcass of some other small animal, in

which life was extinct; but her knowledge did not extend beyond what could be learned from such contact. Some time after the visit to the cemetery before referred to, Helen became interested in a horse that had met with an accident, by which one of his legs had been badly injured, and she went daily with me to visit him. The wounded leg soon became so much worse that the horse was suspended from a beam, in order to relieve the pressure upon the limb. The poor animal groaned with pain, and little Helen, perceiving his groans, was filled with pity. At last it became necessary to kill him, and when Helen next asked to go and see him, I told her that he was *dead*. This was the first time that she had learned this word. I then explained to her, that he had been shot, to relieve him from suffering, and that he was now *buried*, — put into the ground. I am inclined to believe that the idea of his having been intentionally shot did not make much impression upon her; but I think she did realize the fact that life was extinct in the horse as in the dead birds she had touched, and also that he had been put into the ground. Since this occurrence I have used the word *dead* whenever occasion required, but with no further explanation of its meaning.

While making a visit at Brewster, Mass., she one day accompanied my friend and myself through the graveyard. She examined one stone after another in a quiet way, and seemed pleased when she could decipher a name. She smelt of the flowers, but showed no desire to pluck them; and when I gathered a few for her, she refused to have them pinned on her dress, although she is always very fond of wearing flowers. Her attention

being drawn to a marble slab inscribed with the name FLORENCE in relief, she dropped upon the ground as though looking for something; then turned to me with a face full of trouble, and asked, "where is poor little Florence?" I evaded the question, but she persisted in asking about her. Turning to my friend, she asked, "did you cry loud for poor little Florence?" Then she added, "I think she is very dead. Who put her in big hole?" As she continued to ask these distressing questions, we left the cemetery. Florence was the daughter of my friend, and was a young lady at the time of her death; but Helen had been told nothing whatever about her, nor did she even know that my friend had ever had a daughter. On the evening of our arrival, Helen had been given a bed and carriage for her dolls, which she had received and used like any other gift. On her return to the house after her visit to the cemetery, she ran to the closet where these toys were kept, and carried them to my friend, saying, "they are poor little Florence's." This was perfectly true, although we were at a loss to understand how she divined it. A letter written to her mother in the course of the following week gave an account of her impressions in her own words: —

I put my little babies to sleep in Florence's little bed, and I take them to ride in her carriage. Poor little Florence is dead. She was very sick and died. Mrs. H—— did cry loud for her dear little child. She got in the ground and she is very dirty, and she is cold. Florence was very lovely like Sadie and Mrs. H—— kissed her and hugged her much. Florence is very sad in big hole. Doctor gave her medicine to make her well, but poor Florence did not get well. When she was very sick she tossed and moaned in bed. Mrs. H—— will go to see her soon.

Notwithstanding the activity of Helen's mind, she is a very natural child. She is fond of fun and frolic, and loves dearly to be with other children. She is never fretful or irritable, and I have never seen her impatient with her playmates because they failed to understand her. She will play for hours together with children who cannot understand a single word she spells, and it is extremely pathetic to watch the eager gestures and excited pantomime through which her ideas and emotions find expression. Occasionally some little boy or girl will try to learn the manual alphabet. Then it is beautiful to observe with what patience, sweetness and perseverance Helen endeavors to bring the unruly fingers of her little friend into proper position. Her own heart is so full of love and sympathy, that it responds quickly to the needs of others, and her affectionate nature endears her to all with whom she comes in contact. She had never known anything of the merry Christmas season until last year, and it would be difficult to describe with what joyful surprise she hailed the revelation of its existence. She entered happily into the spirit of giving and receiving. During this time we had many manifestations of the unselfishness and goodness of the child's disposition. One evening, while going about among the children at a Christmas-tree festival, she discovered a little girl, who had been overlooked in the distribution of presents. Helen searched for the child's gifts, but not finding them, she flew to her own and selected a mug, a thing which she prized most highly, and gave it to the little stranger with abundant love. In the following letter to a little friend she expresses her delight in the Christmas festivities: —

Tuscumbia, Ala. Jan. 2nd 1888.

Dear Sarah

I am happy to write to you this morning. I hope Mr. Anagnos is coming to see me soon. I will go to Boston in June and I will buy father gloves, and James nice collar, and Simpson cuffs. I saw Miss Betty and her scholars. They had a pretty Christmas-tree, and there were many pretty presents on it for little children. I had a mug, and little bird and candy. I had many lovely things for Christmas. Aunt gave me a trunk for Nancy and clothes. I went to party with teacher and mother. We did dance and play and eat nuts and candy and cakes and oranges and I did have fun with little boys and girls. Mrs. Hopkins did send me lovely ring, I do love her and little blind girls.

Men and boys do make carpets in mills. Wool grows on sheep. Men do cut sheep's wool off with large shears, and send it to the mill. Men and women do make wool cloth in mills.

Cotton grows on large stalks in fields. Men and boys and girls and women do pick cotton. We do make thread and cotton dresses of cotton. Cotton has pretty white and red flowers on it. Teacher did tear her dress. Mildred does cry. I will nurse Nancy. Mother will buy me lovely new aprons and dress to take to Boston. I went to Knoxville with father and aunt. Bessie is weak and little. Mrs. Thompson's chickens killed Leila's chickens. Eva does sleep in my bed. I do love good girls.

Good by

Helen Keller

One day, while Helen was wearing a little jacket of which she was very proud, her mother said, "there is a poor little girl, who has no cloak to keep her warm; will you give her yours?" The response came instantly. Helen began to pull off the jacket, saying, "I must give it to a poor little strange girl."

She is very fond of children younger than herself, and a baby invariably calls forth all the motherly instincts of her nature. She will handle the infant as tenderly as the most careful nurse could desire. It is pleasant, too, to note her thoughtfulness for little children, and her readiness to yield to their whims.

She has a very sociable disposition, and delights in the companionship of those, who can follow the rapid motions of her fingers; but, if left alone, she will amuse herself for hours at a time with her knitting or sewing.

She reads a great deal, and a story is an unfailing source of pleasure to her. She bends over her book with a look of intense interest, and as the forefinger of her right hand runs along the line, she spells out the words with the other hand; but often her motions are so rapid as to be unintelligible even to those accustomed to reading the swift and varied movements of her fingers.

Those who watch her are astonished to see how every shade of feeling finds expression through her mobile features. There is none of that artificial politeness about my little pupil, which restraint invariably produces. Her behavior is easy and natural, and it is charming because of its frankness and evident sincerity. Her little heart is too full of unselfishness and affection to allow a dream of fear or unkindness. She does not realize that one can be anything but kind-hearted and tender. Even in a crowd she is always her own sweet self. She is not conscious of any reason why she should be awkward or uneasy; consequently, her movements are as free, unconventional and graceful as those of the birds of the air.

I am aware that my description of Helen may seem, to those, who do not know her, extravagant in its praise; but her numerous friends will bear testimony most gladly to the sweetness, unselfishness and beauty of her disposition. Every day of her life she is teaching us gratitude and contentment; and she teaches those great lessons with such truth, patience and joyousness, that we never tire of her radiant presence.

She is very fond of all the living things at home, and will not have them unkindly treated. When she is riding in the carriage she will not allow the driver to use the whip, because, she says, "poor horses will cry." One morning she was greatly distressed by finding that one of the dogs had a block fastened to her collar. We explained that it was done to keep Pearl from running away. Helen expressed a great deal of sympathy with the dog, and, at every opportunity during the day, she would find Pearl and carry the burden from place to place for the creature.

Her father wrote to her last summer, that the birds and bees were eating all his grapes. At first she was very indignant, and said the little creatures were "very wrong"; but she seemed pleased when I explained to her, that the birds and bees were hungry, and did not know that it was selfish to eat all the fruit. In a letter written soon afterwards she says: —

I am very sorry that bumble-bees and hornets and birds and large flies and worms are eating all of my father's delicious grapes. They like juicy fruit to eat as well as people and they are hungry. They are not very wrong to eat too many grapes because they do not know much.

She likes to be out of doors, and enjoys tending the flowers and watching the growth of the fruit and vegetables.

The following extracts, written by her at different times, will serve to show her familiarity with the size, shape, taste and smell of some of our common fruits: —

Apples.

Jan. 9, 1888. — Apples have no edges and no angles. Apples grow on trees. They grow in the orchards. When they are ripe they fall on the ground. Apples have round surfaces. Apples do not re-bound. Apples do roll. They have stems and seeds and cores. The pulp is sweet and juicy. Apples are like oranges. We do eat the pulp of apples. I do like apples.

Feb. 12, 1888. — Teacher and I went to walk in the yard, and I learned about how flowers and trees grow. The rain and the warm sun make them grow. Flowers and trees live. Stones do not live. Worms and small bugs live under them. The grass is like a green carpet.

March 1, 1888. — I will tell what I did all day. I got up and put on my clothes and washed my face and hands and combed my hair and went to breakfast. I found oranges and two bananas at my place. I gave teacher one banana. Mrs. Lueddemann sent me the fruit. After dinner I wrote to Miss Lewis to thank her for pretty bag and purse. Teacher took me to walk in bright sun. We went to stores and bought candy, and almonds, and pins and hair pins. Aunt went with us. I gave Maud and Eva candy. Helen Bynum wrote me a pretty letter. She does think about me much. I love her. We came home and I ate my orange. Oranges and bananas grow in the warm sunny South. There are many groves of orange-trees and banana-trees in Florida.

Oranges look like golden apples hanging on the trees.

They have a thick skin, and inside is the sweet juicy pulp and seeds. All boys and girls like oranges to eat. Bananas have a thick, smooth skin, and hang on trees in long branches. Men pick oranges and bananas and put them in boxes and send them to cities for people to eat. If one orange costs six cents a dozen will cost seventy-two cents. If eight bananas cost twenty-four cents one will cost one-eighth of twenty-four which is three. Father gave me a lovely bouquet of mignonette, and jonquils, and heliotrope, and hyacinth and crocuses, and geraniums. I learned what view does mean. People can see view trees and flowers and grass and hills and sky is view. Worms squirm. After supper I talked to teacher and played with Mildred and went to bed.

Writing of water-melons, she says: —

Yates plows the ground and makes it very light and soft; and father puts the little seeds in soil and the sun warms them and the rain wets them and soon they are happy to grow. In very many days the vines grow and then wee and round melons come. They grow very large and the warm sun makes them rippen. Father goes out into the garden and picks huge melon and cuts it and I do like to eat sweet and cool and juicy water-melons.

Language.

She continues to make rapid progress in the acquisition of language. She has now a vocabulary of about three thousand words, all of which she can spell correctly; and she uses them with a freedom and an accuracy not often found among hearing children of the same age. Every day she is increasing this vocabulary by the new words that she learns. It has become so natural to her to use the finger language as a vehicle for the expression of her

thought, that each idea, as it flashes through her busy brain, suggests the words which should embody it. Indeed, she seems always to think in words. Even while she sleeps, her fingers are spelling the confused and rambling dream-thoughts.

During the past year, at the Perkins Institution and elsewhere, she has met a great many people who knew the manual alphabet, and who were delighted to converse with her. Thus the true use of language was brought forcibly before her mind, and practice has enabled her to use it with increased alacrity and correctness. She soon discovered that the words she began to learn a year and a half ago were capable of expressing not only her physical needs, but also her mental sensations and emotions, and of describing her many and varied experiences, as well as conveying her wishes and thoughts, her dreams and fancies, her hopes and fears. Her command of language has grown with the increase of her experiences. While these were few and elementary, her vocabulary was necessarily limited; but, as she learns more of the world about her, her judgment acquires accuracy, her reasoning powers grow stronger, more active and subtle, and the language by which she expresses this intellectual activity gains in fluency and logic.

When travelling from one place to another, she drinks in thought and language with an energy, which shows how insatiable is her thirst for knowledge. Sitting beside her in the car, I describe what I see from the window, — the hills and valleys and the rushing rivers; the great cotton-fields, and immense gardens in which strawberries, peaches, pears, melons, and all kinds of vegetables are growing; the herds of cows and horses feeding in broad

meadows, and the flocks of sheep on the hillside; the cities with their churches and schools, hotels and warehouses, and the occupations of the busy people. While I am communicating these things, Helen manifests the most intense interest, and, in default of words, she indicates by gestures and pantomime her desire to learn more of her surroundings and of the great forces which are operating everywhere. In this way she learns countless new expressions without any apparent effort.

From the day when Helen first grasped the idea that all objects have names, and that these can be communicated by certain movements of the fingers, I have talked to her exactly as I should have done had she been able to hear, with only this exception, that I have addressed the words to her fingers instead of her ears. Naturally, there was, at first, a strong tendency on her part to use only the important words in a sentence. She would say, "Helen milk." I would get the milk, to show her that she had used the correct word, but I would not allow her to drink it, until she had, with my assistance, made a complete sentence, as, "give Helen some milk to drink." In these early lessons I accustomed her to the use of different forms of expression for conveying the same idea. If she were eating some candy, I would say, "will Helen please give teacher some candy?" or, "teacher would like to eat some of Helen's candy," — emphasizing the *'s*. She very soon perceived that the same idea could be expressed in a great many ways. In two or three months after I began to teach her, she would say, "Helen wants to go to bed;" or, "Helen is sleepy, and Helen will go to bed."

I am constantly asked the question, "how did you teach her the meaning of words expressive of intellectual

and moral qualities?" It is extremely difficult to tell just how she came to understand the meaning of abstract ideas, and to acquire the power of expressing them; but I believe it was more through association and repetition than through any explanation of mine. This is especially true of her earlier lessons, when her knowledge of language was so slight as to make explanation well-nigh impossible.

I have always made it a practice to use the words descriptive of emotions, of intellectual or moral qualities and actions, in connection with the circumstance which required these words. Soon after she was put under my charge, Helen broke her new doll, of which she was very fond. She began to cry. I said to her, "teacher is *sorry*." After a few repetitions of this word whenever any occasion called for its use, she came to associate it with the feeling to which it belongs.

The word "happy" she learned in a similar way; also, "right," "wrong," "good," "bad," and others of like character. The word "love" she learned as other children do, — by its association with caresses.

One day I asked her a very simple question in the combination of numbers, to which I was sure she could give a correct reply. But she began — as children often do — to answer at random. I checked her, and she stood still, the expression of her face plainly showing that she was trying to think. I touched her forehead, and then spelled "t-h-i-n-k." It was the first time that I had given her the word; but, being thus connected with the act, it seemed to impress itself upon her mind much as if I had placed her hand upon an object and then spelled its name. Since that time she always uses the word "think" intelligently.

At a later period I began to use such words as "perhaps," "suppose," "expect," "forget," "remember." If her mother was absent, Helen would ask, "where is mother now?" I would reply, "I do not know. *Perhaps* she is with Leila."

She is always anxious to learn the names of people we meet in the horse-cars or elsewhere, and to know where they are going and what they will do. The following conversation illustrates her interest in those about her, and shows how words of this kind are taught: —

HELEN. What is little boy's name?

TEACHER. I do not know, for he is a little strange boy; but *perhaps* his name is Jack.

HELEN. Where is he going?

TEACHER. He *may be* going to the common to have fun with other boys.

HELEN. What will he play?

TEACHER. I *suppose* he will play ball.

HELEN. What are boys doing now?

TEACHER. *Perhaps* they are expecting Jack, and are waiting for him.

After the words have become familiar to her, she begins to use them in composition, as shown in the following illustration: —

Sept. 26. — This morning teacher and I sat by the window and we saw a little boy walking on the side walk. It was raining very hard and he had a very large umbrella to keep off the rain-drops.

I do not know how old he was but *think* he *may have been* six years old. *Perhaps* his name was Joe. I do not know where he was going because he was a little strange boy. But *perhaps* his mother sent him to a store to buy some-

thing for dinner. He had a bag in one hand. I *suppose* he was going to take it to his mother.

Helen A. Keller.

In teaching her the use of language, I have not confined myself to any particular theory or system. I have observed the spontaneous movements of my pupil's mind, and have tried to follow the suggestions thus given to me.

Intellectual Growth.

Owing to the nervousness of Helen's temperament, all attempts to confine her to a regular and systematic course of instruction have been abandoned, and every precaution has been taken to avoid unduly exciting her already very active brain. The greater part of the year has been spent in travel and in visits to different places, and her lessons have been those suggested by the various scenes and experiences through which she has passed. She continues to manifest the same eagerness to learn as at first. She seems never to tire of gathering new facts and ideas. From the time when she rises in the morning until she retires at night, she never rests, and any little scrap of knowledge, which comes within her reach, she seizes with avidity. It is never necessary to urge her to study. Indeed, I am often obliged to coax her to leave an example or a composition.

While not confining myself to any special system of instruction, I have tried to add to her general information and intelligence, to enlarge her acquaintance with things around her, and to bring her into easy and natural relations with her fellow-creatures. It has been

my constant aim to enable her to converse fluently with those familiar with the manual alphabet, and to commit her thoughts to paper. As an aid in this direction, I have encouraged her to keep a diary, from which the following selections have been made: —

March 2nd. — Mr. Anagnos sent me Geographical Reader. It tells about the world and countries, and people and strong forces and water. The ground is firm, and the water is not solid, and it is moving flowing, and men build our boats and ships to go on water. We build our houses upon ground. People do not build houses on water.

March 7th. — I played with dolls and read in my book and ate dinner. Then I went to ride with mother. We went to see Leila. Eva is sick, and I saw Mary Winston and Maud Beauprie. They came to see me, and I ran fast with them. Mother saw Doctor and we went home to see teacher. Aunt went home. Teacher had a letter from Mr. Anagnos. He is in Florida. He will climb trees on ladder and pull sweet oranges, and he is going to Macon to see his friend and Mr. Williams does teach little blind boys and girls and I will ask Mr. Anagnos how many blind children. Mr. Anagnos will go to Tuscumbia to see us. He will tell me about Macon and Florida. I will hug and kiss him.

March 9th. — I read stories to mother after dinner. Book did tell about Fannie Lang. She lived in Boston a few years. She is a little sick girl. She did love poetry. Her sister wrote little songs, and made little book. She was blind but could not go to school. I am sorry for her. Teacher had a letter from Miss Moore. She will write me Braille letter. I went to bed then.

March 22nd, 1888. — Mr. Anagnos came to see me Thursday. I was glad to hug and kiss him. He takes care of sixty little blind girls and seventy little blind boys. I do love them.

Little blind girls sent me a pretty workbasket. I found scissors and thread, and needle book with many needles in it, and crochet hook and emery, and thimble, and box, and yard measure and buttons, and pin-cushion. I will write little blind girls a letter to thank them. I will make pretty clothes for Nancy and Adeline and Allie. I will go to Cincinnati in May and buy another child. Then I will have four children. New baby's name is Harry. Mr. Wilson and Mr. Mitchell came to see us Sunday. Mr. Anagnos went to Louisville Monday to see little blind children. Mother went to Huntsville. I slept with father, and Mildred slept with teacher. I did learn about calm. It does mean quiet and happy. Uncle Morrie sent me pretty stories. I read about birds. The quail lays fifteen or twenty eggs and they are white. She makes her nest on the ground. The blue-bird makes her nest in a hollow tree and her eggs are blue. The robin's eggs are green. I learned a song about spring. March, April, May are spring.

"Now melts the snow.
The warm winds blow
The waters flow
And robin dear,
Is come to show
That Spring is here."

James killed snipes for breakfast. Little chickens did get very cold and die. I am sorry. Teacher and I went to ride on Tennessee River, in a boat. I saw Mr. Wilson and James row with oars. Boat did glide swiftly and I put hand in water and felt it flowing.

I caught fish with hook and line and pole. We climbed high hill and teacher fell and hurt her head. I ate very small fish for supper. I did read about cow and calf. The cow loves to eat grass as well as girl does bread and butter and milk. Little calf does run and leap in field. She likes to skip and play, for she is happy when the sun is bright and warm. Little

boy did love his calf. And he did say, I will kiss you, little calf, and he put his arms around calf's neck and kissed her. The calf licked good boy's face with long rough tongue. Calf must not open mouth much to kiss. I am tired, and teacher does not want me to write more.

March 23rd. — I learned to write one, two three, seven and nine on my type slate. Teacher told me story about selfish boy. Boy's name was Eddie Smith. When Eddie had a new toy he would not let his little sister May play with it. None loved Eddie, for he was selfish boy. My dear little sister. She loves to whirl and jump and sing. She laughs and cries and loves to dance with me. She hops and runs and falls down. She can hold still to have mother sew buttons on her dress, and tie bows and brush her hair, and Mildred is as sweet as a rose. Lucien came to see me yesterday. He brought me bunch of hyacinths. I will go to see him to-morrow and he will show me birds' nests and eggs. Quiet means to be still and rest. When Mildred is sleeping I do keep very quiet. Mild means gentle and kind. Fierce lion is not mild. The cows and sheep are mild animals. Separate means not connected. I do separate the words when I write. I separated teacher's watch from the chain. I will learn more to-morrow. I hope Robert will come to see me Sunday if the sun shines.

March 24th. — I learned to write two, four, five, six and eight on type slate, and I wrote some sentences very carefully with pencil. I will write about geography. A book which tells about the earth and the countries upon it and the people who live in the countries is called a geography. When we look around us we see land and the water. The land is firm and solid. We walk and ride over it, we build our houses upon it, we sow seeds in it and soon it is covered with young plants, trees, and flowers and grass grow out of the ground. The water is not solid and it is not firm, we cannot walk or ride in carriages over it and we do not build houses upon it. But we can build ships and boats to carry people upon the water. The

earth is round like a very large ball. It is always whirling round. It never stops for a minute. Geography tells about strong fierce animals and strange plants which live on the land and in the water. Day is calm. The breeze does move trees gently, and the river flows smoothly. Little birds are happy to sing in the bright sun. Night was not calm. The wind did blow, and rain fell and thunder did shake the house and bed. Teacher and I went down stairs to mother for we were afraid. Rain killed thirty little chickens. Night was stormy.

March 26th. — I had letter from Mr. Anagnos. He does love me. He saw thirty-four little blind girls and forty-one little blind boys in Nashville Tennessee. There are thirty girls and forty boys in school for blind children in Louisville, Kentucky. Mr. Anagnos sent me four hugs and five kisses. Today I did learn to write examples on the type slate and I learned many new words. Flock does mean many birds near together. Brood means six little chickens. Herd does mean many cows, and calves, and horses near together. Litter is four little kittens, or three little puppies or six little pigs. Family is father and mother and brothers and sisters. Daughter does mean girl child, son does mean boy child. Observe means to look at everything very carefully. I observed teacher's hair was coiled this morning.

She has been given every opportunity to broaden her mind, and to learn something about the numerous and diverse interests of those around her. In the autumn she went to a circus, and was greatly interested in the animals. She learned their names, homes and habits, what they do, and how they are caught and taken from place to place for exhibition. While we were standing before his cage, the lion roared, and Helen felt the vibration of the air so distinctly that she was able to reproduce the noise quite accurately.

I tried to describe to her the appearance of a camel, but, as we were not allowed to touch the animal, I feared that she did not get a correct idea of its shape. A few days afterwards, however, I became satisfied, that she had made a very good mental picture of it; for, hearing a commotion in the schoolroom, I went in and found Helen on all fours with a pillow so strapped upon her back as to leave a hollow in the middle, thus making a hump on either side. Between these humps she had placed her doll, to which she was giving a ride around the room. I watched her for some time as she moved about, trying to take long strides in order to carry out the idea I had given her of the camel's gait. When I asked her what she was doing, she replied, "I am a very funny camel."

The following extracts from Helen's diary illustrate what she has learned about familiar animals: —

Rats.

Jan. 16th, 1888. — Rats are small animals. They are made of flesh, and blood and bone. They have four feet and a tail. They have one head and two ears and two eyes and one nose.

They have one mouth and sharp teeth. They gnaw holes in wood with their teeth. They do walk softly.

Rats killed little pigeons. Cats do catch rats and eat them.

March 8th, 1888. — We had fish for breakfast. Fish live in the deep water. There are many hundreds of fish swimming about in the water. Men catch fish with poles and hooks and lines. They put a little tiny fish on the hook and throw it in the water and fish does bite the little fish and sharp hook does stick in poor fish's mouth and hurt him much. I am very sad for the poor fish. Fish did not know that very sharp hook was in tiny fish. Men must not kill poor fish. Men do pull fish out and take them home and cooks do clean them very nice and fry them and then they are very good to eat for breakfast.

Description of a Horse.

March, 1888. — I will write about horse. The horse is a large animal. He can run very swiftly. He has four feet and a tail, he has a mouth and large teeth. He is covered with short hairs.

He is very strong and can pull buggy and carry ladies and gentlemen on his back. We will not go near their heels because they run and throw them up in the air. Horses like to play as well as boys and girls.

One day Polly did jump and kick and throw teacher and me on the ground. I did hurt my side. Polly was very wrong to hurt us so. Hardee is gentle and will not make us fall.

July 14th, 1888. — Some horses are very mild and gentle, and some are wild and very cross. I like to give gentle horse nice fresh grass to eat because they will not bite my hand, and I like to pat their soft noses. I think mild horses like to have little girls very kind to them. Horses neigh, and lions roar, and wolves howl, and cows mow, and pigs grunt, and ducks quack, and hens cackle, and roosters crow, and birds sing, and crows caw, and chickens say peep, and babies cry, and people talk and laugh and sing and groan, and men whistle and bells ring. Who made many noises?

The following anecdote is given as another illustration of the vivid impression which word pictures make upon her mind. Monkeys had been described to her minutely, and she had read several stories about them; but she had never touched one until she was taken to the library of the Perkins Institution, where there is a collection of stuffed birds and animals. She put her hand upon a monkey and instantly recognized it, spelling, with delight, "it is a monkey." She was shown a snake; but when her hand was placed upon it, she jumped back excitedly, spelling rapidly, "I am afraid, for it is an ugly snake." The word

ugly had been used in connection with descriptions of a snake, but she had never been taught that it was an object of fear. Whence came the antipathy and terror which she manifested at the first contact with this creature? Did it arise from her perception, through the muscular sense, of our own aversion to this reptile?

It always affords her great delight to be taken to the woods, where she can examine the leaves and the bark of the trees. In a letter to Mr. Anagnos she expresses her pleasure in such an excursion.

Tuscumbia, Ala. May 3rd 1888.

Dear Mr. Anagnos. — I am glad to write to you this morning, because I love you very much. I was very happy to receive pretty book and nice candy and two letters from you. I will come to see you soon and I will ask you many questions about countries and you will love good child.

Mother is making me pretty new dresses to wear in Boston and I will look lovely to see little girls and boys and you. Friday teacher and I went to a picnic with little children. We played games and ate dinner under the trees, and we found ferns and wild flowers. I walked in the woods and learned names of many trees. There are poplar and cedar and pine and oak and ash and hickory and maple trees. They make a pleasant shade and the little birds love to swing to and fro and sing sweetly up in the trees. Rabbits hop and squirrels run and ugly snakes do crawl in the woods. Geraniums and roses jasamines and japonicas are cultivated flowers. I help mother and teacher water them every night before supper.

Cousin Arthur made me a swing in the ash tree. Aunt Ev. has gone to Memphis. Uncle Frank is here. He is picking strawberries for dinner. Nancy is sick again, new teeth do make her ill. Adeline is well and she can go to Cincinnati Monday with me. Aunt Ev. will send me a boy

doll, Harry will be Nancy's and Adeline's brother. Wee sister is a good girl. I am tired now and I do want to go down stairs. I send many kisses and hugs with letter.

Your darling child

Helen Keller.

She was very much interested in the process of cutting lumber, and she was astonished when I told her that the wood used in building houses once grew in the forest. While a new house was in process of erection near her home, I took her every day to see it, and she was allowed to follow the motions of the carpenter as he sawed the boards, shaped and planed them, and drove the nails. She watched the masons, painters, and paper-hangers at work; and I venture to say that she learned more of tools and their uses, and the amount and variety of labor required in building a house, than is known by most women.

Whenever she visits a place for the first time she receives new ideas and adds to her store of general information. In the steam cars, railway stations, hotels and shops, she is constantly asking: "What do you see? — What are people doing? — How many people are there?"

So eagerly does she ask these questions, so quickly does she catch an idea, and so tenaciously remember what has been told her, that description and explanation never become irksome to me. Indeed, there is much to learn in these every-day occurrences, and they assume a new interest for us when we note the pleasure and gratification they afford her.

While visiting relatives in Memphis, Tenn., she was taken to see one of the large steamboats on the Missis-

sippi River. After going over the boat, she said, "it is like a very large house." At the cotton exchange in the same city, she was introduced to a great many gentlemen, all of whom were very attentive to their little visitor. She seemed puzzled when she discovered maps and blackboards there, and asked, "do men go to school?" Before leaving the exchange she wrote on the blackboard the names of all the gentlemen present.

The following letter was written during this visit: —

Memphis, Tenn. Jan. 31st 1888.

Dear Mother, — I am happy to write to you this morning. We came to Memphis in steam car to see grandmother and uncle Fred and uncle Cranworth and aunt Nannie. James and aunt and teacher and I rode in hack. Saturday I went to see little Helen Graves, I found a box of candy in Mr. Grave's pocket. Katie and Lillie and Maud and Virginia and Tiny and Charles and Arthur and Adolph came to play with me. We did have fun. We did jump and run and play frog, and I did carry Allen on pack-saddle. I do love Allen. He did hug and kiss me. Thornton spelled boy and girl on fingers.

I will hug you and take you in my arms. Tomorrow will be February. Mr. Anagnos will come soon.

Dr. Thornton came to see us. I do cough. I am better. Teacher did curl my hair beautiful. We will come home soon. Memphis is a large city, it is in Tennessee. I did get your letter. I am sorry father did dirty nice coat. I will feed little chickens when I come home.

Doctor has come to see Louise. I do not like to write long letter with pencil, I am tired. I will put letter in Office for you. Give father and Mildred kisses.

Good bye

Helen Keller.

In a letter written to Mr. Anagnos nearly a month later, she also mentions the same visit, and many incidents connected with it, the remembrance of which gave her a great deal of pleasure.

Tuscumbia, Ala. Feb. 24th 1888.

My dear Mr. Anagnos, — I am glad to write you a letter in Braille. This morning Lucien Thompson sent me a beautiful bouquet of violets and crocuses and jonquils. Sunday Adeline Moses brought me a lovely doll. It came from New York. Her name is Adeline Keller. She can shut her eyes and bend her arms and sit down and stand up straight. She has on a pretty red dress. She is Nancy's sister and I am their mother. Allie is their cousin. Nancy was a bad child when I went to Memphis she cried loud, I whipped her with a stick.

Mildred does feed little chickens with crumbs. I love to play with little sister.

Teacher and I went to Memphis to see aunt Nannie and grandmother. Louise is aunt Nannie's child. Teacher bought me a lovely new dress and gloves and stockings and collars and grandmother made me warm flannels, and aunt Nannie made me aprons. Lady made me a pretty cap. I went to see Robert and Mr. Graves and Mrs. Graves and little Natalie, and Mr. Farris and Mr. Mayo and Mary and everyone. I do love Robert and teacher. She does not want me to write more today. I feel tired.

I found box of candy in Mr. Grave's pocket. Father took us to see steam boat it is like house. Boat was on very large river. Yates plowed yard today to plant grass. Mule pulled plow. Mother will make garden of vegetables. Father will plant melons and peas and beans.

Cousin Bell will come to see us Saturday. Mother will make ice-cream for dinner, we will have ice-cream and cake for dinner. Lucien Thompson is sick. I am sorry for him.

Teacher and I went to walk in the yard, and I learned about how flowers and trees grow. Sun rises in the east and sets in the west. Sheffield is north and Tuscumbia is south. We will go to Boston in June. I will have fun with little blind girls.

Good bye

Helen Keller.

Last May she was taken by her uncle to the medical convention at Cincinnati, in order that he might ascertain the opinion of specialists as to the possibility of restoring either her sight or hearing. While there she met hundreds of physicians and their families, and her happy, playful disposition and remarkable acquirements won many warm friends. When I recently asked her whom she saw in Cincinnati, she unhesitatingly spelled more than a hundred names; and she also remembered the states and cities in which many of these gentlemen reside.

In the latter part of May, Mrs. Keller, Helen and I started for Boston. For nearly a year she had been anticipating this trip, and when at last the time for it came her joy was unbounded. A letter written to "Uncle Morrie" shows something of the pleasure she experienced in anticipating this visit.

Tuscumbia, Ala. March 1st 1888.

My dear uncle Morrie, — I am happy to write you a letter, I do love you, and I will hug and kiss you when I see you.

Mr. Anagnos is coming to see me Monday. I do love to run and hop and skip with Robert in bright warm sun. I do know little girl in Lexington Ky. her name is Katherine Hobson.

I am going to Boston in June with mother and teacher, I will have fun with little blind girls, and Mr. Hale will send me

pretty story. I do read stories in my book about lions and tigers and bears.

Mildred will not go to Boston, she does cry. I love to play with little sister, she is weak and small baby. Eva is better.

Yates killed ants, ants stung Yates. Yates is digging in garden. Mr. Anagnos did see oranges, they look like golden apples.

Robert will come to see me Sunday when sun shines and I will have fun with him. My cousin Frank lives in Louisville. I will come to Memphis again to see Mr. Farris and Mrs. Graves and Mr. Mayo and Mr. Graves. Natalie is a good girl and does not cry, and she will be big and Mrs. Graves is making short dresses for her. Natalie has a little carriage. Mr. Mayo has been to Duck Hill and he brought sweet flowers home.

With much love and a kiss

Helen A. Keller.

We spent a few days in Washington, where Prof. Alexander Graham Bell visited us. He was delighted to find that Helen could converse rapidly, and use language intelligently and correctly. He talked to her about animals, and sent her a toy elephant, which pleased her exceedingly. Concerning her visit to Washington she writes: —

Mr. Bell came to see us. He talked very fast with his fingers about lions and tigers and elephants. He was very kind to send me a fine elephant. The real elephant is a very large animal and his body is very heavy. He walks slowly and shakes the ground. He cannot run because he is too big. He has four very strong legs and a little tail. His ears are thin and his eyes are large and mild. The elephant is not fierce like the lion. He has a long funny nose and he can move it. Some times little children give him candy and he puts it into

his mouth with his nose. It is not kind to laugh at a poor elephant because he has no hands. He has two long and very sharp teeth and they are called tusks. When wild animals hunt the elephant he is very angry and he strikes them with his tusks.

Helen describes her visit to the President as follows : —

We went to see Mr. Cleveland. He lives in a very large and beautiful white House, and there are lovely flowers and many trees and much fresh and green grass around. And broad smooth paths to walk on. Teacher told me about the beautiful river that is very near the gardens. The Potomac River is clear and it is very beautiful when the sun shines upon it. Mr. Cleveland was very glad to see me.

On our arrival in Boston (May 26) we went directly to the Perkins Institution. Helen very soon became acquainted with the friends, of whom she had talked so long, and with some of whom she had already entered into correspondence. On finding that almost every one whom she met understood her language, she was overjoyed. Up to this time, with a few exceptions, she had found no one able to converse with her, save her mother and myself. With the enlarged opportunities afforded by intercourse with so many different minds, she rapidly gained greater readiness in conversation. She eagerly sought the acquaintance of the blind children, and entered with delight into their occupations. The modelling in clay was a great pleasure to her ; and, after a few lessons, she achieved a very good degree of success. The bead-work she learned very quickly ; and, when she was able to use four needles, she was delighted with the thought that she could knit a pair of stockings for her father.

She was greatly interested in examining the school apparatus, the uses of which she readily comprehended. The maps, type-writers, and physiological models were sources of great pleasure to her.

After she had been in Boston about six weeks, she visited Plymouth. On the way thither she was told the story of the pilgrims, and especially that part of it, which was connected with the place she was to visit. It was the first time that she had been taught anything of the past, — her first lesson in history. Three months afterwards she embodied this lesson in the following letter: —

South Boston, Mass. October 1st, 1888.

My dear uncle Morrie, — I think you will be very glad to receive a letter from your dear little friend Helen. I am very happy to write to you because I think of you and love you. I read pretty stories in the book you sent me, about Charles and his boat, and Arthur and his dream, and Rosa and the sheep.

I have been in a large boat. It was like a ship. Mother and teacher and Mrs. Hopkins and Mr. Anagnos and Mr. Rodocanachi and many other friends went to Plymouth to see many old things. I will tell you a little story about Plymouth.

Many years ago there lived in England many good people, but the king and his friends were not kind and gentle and patient with good people, because the king did not like to have the people disobey him. People did not like to go to church with the king; but they did like to build very nice little churches for themselves.

The king was very angry with the people and they were sorry and they said, we will go away to a strange country to live and leave very dear home and friends and naughty king. So, they put all their things into big boxes, and said,

Good-bye. I am sorry for them because they cried much. When they went to Holland they did not know any one; and they could not know what the people were talking about because they did not know Dutch. But soon they learned some Dutch words; but they loved their own language and they did not want little girls and boys to forget it and learn to talk funny Dutch. So they said, We must go to a new country far away and build schools and houses and churches and make new cities. So they put all their things in boxes and said, Good bye to their new friends and sailed away in a large boat to find a new country. Poor people were not happy for their hearts were full of sad thoughts because they did not know much about America. I think little children must have been afraid of a great ocean for it is very strong and it makes a large boat rock and then the little children would fall down and hurt their heads. After they had been many weeks on the deep ocean where they could not see trees or flowers or grass, but just water and the beautiful sky, for ships could not sail quickly then because men did not know about engines and steam. One day a dear little baby-boy was born. His name was Peregrine White. I am very sorry that poor little Peregrine is dead now. Every day the people went upon deck to look out for land. One day there was a great shout on the ship for the people saw the land and they were full of joy because they had reached a new country safely. Little girls and boys jumped and clapped their hands. They were all glad when they stepped upon a huge rock. I did see the rock in Plymouth and a little ship like the Mayflower and the cradle that dear little Peregrine slept in and many old things that came in the Mayflower. Would you like to visit Plymouth some time and see many old things.

Now I am very tired and I will rest.

With much love and many kisses, from your little friend,

Helen A. Keller.

Early in July she went to Brewster, where she spent the remainder of the summer. This visit at the seaside was a novel experience to her. When first taken into the water she ran fearlessly forward, dancing along with the same happy freedom she manifests on land, and delighted with the splashing of the water around her. Unfortunately striking her foot against a stone, she stumbled and fell forward, and the salt water filled her mouth. The shock of the fall, by which she was instantly submerged, the coldness of the water, — and especially the seeming violence with which the salt waves rushed into her mouth, — terrified her, and seemed to arouse in her a feeling of indignation. As soon as she had sufficiently recovered to use her fingers, she asked, excitedly, "who put salt in water?" For several days afterwards she manifested great timidity about bathing, but by degrees she regained her former fearlessness. She would wade in until the water was up to her ears; and, though at first she would be frightened when a wave caught her and swept her back, she soon came to think this the greatest fun of all. She also learned to float. In short, she thoroughly enjoyed her stay at the seashore. In the following letter she mentions the happy days spent there: —

So. Boston, Mass. Sept. 1888.

My dear Miss Moore

Are you very glad to receive a nice letter from your darling little friend? I love you very dearly because you are my friend. My precious little sister is quite well now. She likes to sit in my little rocking-chair and put her kitty to sleep. Would you like to see darling little Mildred? She is a very pretty baby. Her eyes are very big and blue, and her cheeks are soft and round and rosy and her hair is very bright and

golden. She is very good and sweet when she does not cry loud. Next summer Mildred will go out in the garden with me and pick the big sweet strawberries and then she will be very happy. I hope she will not eat too many of the delicious fruit for they will make her very ill.

Sometime will you please come to Alabama and visit me? My uncle James is going to buy me a very gentle pony and a pretty cart and I shall be very happy to take you and Harry to ride. I hope Harry will not be afraid of my pony. I think my father will buy me a beautiful little brother some day. I shall be very gentle and patient to my new little brother. When I visit many strange countries my brother and Mildred will stay with grandmother because they will be too small to see a great many people and I think they would cry loud on the great rough ocean.

When Capt. Baker gets well he will take me in his big ship to Africa. Then I shall see lions and tigers and monkeys. I will get a baby lion and a white monkey and a mild bear to bring home. I had a very pleasant time at Brewster. I went in bathing almost every day and Carrie and Frank and little Helen and I had fun. We splashed and jumped and waded in the deep water. I am not afraid to float now. Can Harry float and swim? We came to Boston last Thursday, and Mr. Anagnos was delighted to see me, and he hugged and kissed me. The little girls are coming back to school next Wednesday.

Will you please tell Harry to write me a very long letter soon? When you come to Tuscumbia to see me I hope my father will have many sweet apples and juicy peaches and fine pears and delicious grapes and large water melons.

I hope you think about me and love me because I am a good little child.

With much love and two kisses

From your little friend

Helen A. Keller.

In September she made a very delightful visit in West Newton, of which she gives an account in a letter written to her mother.

So. Boston, Mass. Sept. 24th.

My dear Mother,

I think you will be very glad to know all about my visit to West Newton. Teacher and I had a lovely time with many kind friends. West Newton is not far from Boston and we went there in the steam cars very quickly.

Mrs. Freeman and Carrie and Ethel and Frank and Helen came to station to meet us in a huge carriage. I was delighted to see my dear little friends and I hugged and kissed them. Then we rode for a long time to see all the beautiful things in West Newton. Many very handsome houses and large soft green lawns around them and trees and bright flowers and fountains. The horse's name was Prince and he was gentle and liked to trot very fast. When we went home we saw eight rabbits and two fat puppies, and a nice little white pony, and two wee kittens and a pretty curly dog named Don. Pony's name was Mollie and I had a nice ride on her back; I was not afraid, I hope my uncle will get me a dear little pony and a little cart very soon.

Clifton did not kiss me because he does not like to kiss little girls. He is shy. I am very glad that Frank and Clarence and Robbie and Eddie and Charles and George were not very shy. I played with many little girls and we had fun. I rode on Carrie's tricicle and picked flowers and ate fruit, and hopped and skipped and danced and went to ride. Many ladies and gentlemen came to see us. Lucy and Dora and Charles were born in China. I was born in America, and Mr. Anagnos was born in Greece. Mr. Drew says little girls in China cannot talk on their fingers but I think when I go to China I will teach them. Chinese nurse came to see me, her name was Asu. She showed me a tiny atze that very rich ladies in China wear because their feet never grow large. Amah means a nurse.

We came home in horse cars because it was Sunday and steam cars do not go often on Sunday. Conductors and engineers do get very tired and go home to rest. I saw little Willie Swan in the car and he gave me a juicy pear. He was six years old. What did I do when I was six years old? Will you please ask my father to come to train to meet teacher and me? I am very sorry that Eva and Bessie are sick. I hope I can have a nice party my birthday, and I do want Carrie and Ethel and Frank and Helen to come to Alabama to visit me. Will Mildred sleep with me when I come home.

With much love and thousand kisses.

From your dear little daughter.

Helen A. Keller.

Some time before I went to Tuscumbia Helen had experienced the danger of fire. While standing before an open grate one day, she reached forward so far that her apron caught afire, the flames running up to her head, scorching her hair so badly that it became necessary to have it shaved off. Fortunately her mother was at hand to catch and wrap her in a blanket, thus extinguishing the flames before any very serious harm had been done; but the lesson was well remembered, and when I first knew Helen she often told me, in pantomime, the details of the accident, and even now she always draws her garments very closely about her whenever she approaches an open fire-place. Thus Helen has made a very real acquaintance with two of the elements, fire and water, and has learned by actual experience something of the danger attending contact with each of them. Indeed, she has now no greater fear of either than is necessary to ensure personal safety.

Her intellectual progress during the year can be appreciated only by those who have seen her frequently. She

has an insatiable thirst for knowledge, and great quickness of perception. She easily grasps any new idea; and with this mental alertness she combines a happy faculty of embodying her thoughts and impressions in language. She not only reads a great deal, but she is usually able to reproduce, in her own language, the principal points of the story or poem she has perused once or twice. The following selections will suffice to show that she not only possesses an intelligent appreciation of her subject, but that she also catches the spirit of the writer: —

Tuscumbia, Ala. March 31st.

Teacher told me a story about little blind boy. His name was Harry Lane. He lived in Boston with his mother and father and his wee sister Lottie and his brother Frank. Poor Harry could not see bright flowers or the birds or the grass for he was very blind. He could not go to the school for blind children because he was weak and small. When Frank went to school Harry stayed at home and rocked little sister. Harry's mother could not take him to walk in warm sun for she had many dresses to make for ladies. Frank learned many nice things in school. After school he played games with boys and girls and they went to Gardens and had fun. Frank saw beautiful flowers and trees and little fish in a pond, and birds hopping on the soft grass and he was very happy like the birds. Mr. Anagnos was very sorry for little Harry because he could not go to school and be happy like birds and Frank. And he said I will ask kind ladies and kind gentlemen to give me some money to build a school for small blind boys and girls like Harry Lane, then they will be happy children. Good people were glad to give Mr. Anagnos much money for they were sorry for little blind children. And carpenters were glad to build nice school for them. When school was all made Harry and nine other little boys and girls were very happy. They

learn to make many pretty things in new school. And they play games with balls and marbles and hop and skip and jump and they are happy and good like birds and Frank. When Mr. Anagnos gets some more money many little boys and girls will have fun.

Helen Keller.

Story.

Sept. 25th, 1888. — Ted and Tena had a very cunning little bed and when it was night and they felt very tired and sleepy their mother put them to bed and they were soon sound asleep. Then they dreamed about a picnic. They went with their little playmates to a very pretty field where the large trees made a pleasant shade, and there were daisies and buttercups and wild roses in the field and grass and a pretty little brook that rippled gaily over the pebbles, and the birds were happy high up in the trees and they sang for the little girls and boys. When they were very hungry they made a table on the green grass and ate the ice-cream and cake, and chicken and pickles and biscuit, and they drank the lemonade and cold coffee.

Then they played games and came home for they were tired and their mothers put them in their little beds to rest.

Helen A. Keller.

Rosa asked her mother to take her to see the sheep that were feeding on some fresh green grass on the side of a little hill. So, her mother told Rosa to get her hat and she would take her to look at the sheep. When Rosa saw the sheep she was very happy and said there are the sheep, may I run with them? They are very mild and they will not hurt me. I will catch a tame sheep and bring it to you. No, said her mother you could not bring one to me because they are too large. I will go with you and we can talk to a pretty lamb. While her mother was talking a large sheep saw some bright flowers in Rosa's hat and he thought they were real flowers and he was

hungry and so he began to eat them. Rosa's mother drove the sheep off many times but he kept coming back and trying to pull of the flowers and at last Rosa and her mother had to go out of the field.

Helen A. Keller.

Oct. 21st. — Genevieve, is a pretty little maiden and she is good and sweet and fair. There are two roses in her smiling face and her hair is as bright as the sunshine and her voice is soft and loving. Genevieve is a happy little maiden because she is always affectionate and kind. Her heart is full of loving thoughts. She loves to hear the birds sing and to run and dance and catch the pretty butterflies. Every one loves Genevieve because she is so gentle, sweet and loving. She has a roguish little brother, his name is Willie. He has a face as round as an apple and two laughing blue eyes. He is always jumping and leaping and prancing. Her sister Lue is six years old and her wee little sister Bessie is a timid little darling. She is just two years old. One day she went out into the garden and laid her bright head on the Strawberry bed to hear what the red cheeked berries were saying. She loved to go with Lue and Genevieve and sit in the swing that hung in the huge ash tree and the little birds up in the tree thought baby Bessie made a pretty picture as the swing moved gently to and fro.

Helen A. Keller.

Oct. 24. — Arthur went to walk in the garden one beautiful day with his mother. The birds were singing, and the flowers were very bright and fragrant. After a while Arthur saw some lovely white flowers and they looked like tiny white bells. He asked his mother the name of the beautiful flower and she told him it was the lily of the valley. Arthur

thought the little flowers would make pretty night caps for the fairies. He told his mother that he should like to sleep under the leaves of the lily of the valley with a flower for a cap. Why, said she, how very small you would have to be. Your head would have to be not much larger than the head of a pin.

The next morning Arthur came downstairs in great glee for he had been dreaming while he was asleep about the beautiful flowers. He told his mother all about it, and she was glad to listen because it was a very pleasant dream.

Arthur thought he was sitting under the lily of the valley and he was so small he could put his head into one of the tiny bells. He sat very near an acorn and he was such a wee little boy he could lean on it. He heard a bird singing and he thought it was his mother calling him. He was a very funny little boy and his mother laughed very hard at his pretty dream.

Helen A. Keller.

To Helen the heroes and heroines of her little stories are real boys and girls, in whom she manifests a lively interest. She does not for a moment doubt that some day she will see Lord Fauntleroy, and enjoy in reality all the incidents of Mrs. Burnett's charming book. She seems to prefer stories which exercise the imagination. She is very fond of such poetry as comes within her comprehension, and it will be seen from many of her letters and compositions, that she catches the poetical spirit which pervades juvenile tales.

The development of her mind is apparent in the increased interest she manifests, and in the character of the questions she asks when a new subject is presented to

her. In earlier lessons, when I first described something new, she would ask a few simple questions, and then leave the subject, rarely returning to it voluntarily. But now her field of inquiry has enlarged, and she repeatedly recurs to previous lessons or conversations, seeking further information in the same direction.

Her progress is also shown in her greater command of language, in her knowledge of the force of the different parts of speech, and by her increased breadth of apprehension. One evening a young lady who was attending the Boston High School told Helen that she was studying Latin. Helen turned to me and asked, "what is Latin?" I explained to her that it was a language spoken a long time ago, and, by way of illustration, I told her that a table in Latin was *mensa*. She immediately asked, "what is *girl? boy? father? mother?*" and in a few minutes she had learned seven or eight Latin words. The next morning she asked, "where is my *pater?*" When we went out for a walk, and I told her about a little boy whom I saw, she remarked, "I would like to see little *puer*." She learned some French, German and Greek words with the same facility.

Previous to last March, when her regular lessons ceased, she had made considerable progress in arithmetic. She could add, subtract and multiply numbers as high as one hundred, and had learned the multiplication tables. She could do quickly such examples as these: What is a half, a third, a fourth, a fifth of any given number? What do three eights and four fives equal? If one apple costs two cents, what will three dozen cost? If twelve oranges cost forty-eight cents, what will one cost? She learned also to represent the numbers on the type-slate

used by the blind. At first it was difficult for her to understand that the types represented so many apples and oranges; but after a few days she overcame this obstacle, and then she was incessantly puzzling her brain with examples, both in school and out of it. Even when she was in bed, her thoughts still dwelt upon numbers, until she became so excited that she could not sleep. Then we banished the type-slate and discontinued the lessons in arithmetic, fearing that her health, and perhaps her mental faculties, might become seriously injured.

She began the study of geography during the past year, and has acquired a notion of the points of the compass and of boundaries. She will bound a room, a house, a garden, without difficulty, and she has worked a little with the maps. She had learned, at different times, the names of a few of the states in connection with other subjects, and she now learned at a single lesson the names of all the states of the Union, and their correct spelling.

She can sew a little, as well as knit, and she has learned the crochet stitch. Her beadwork and clay modelling have been previously mentioned. Very little time has been given to any of these occupations, yet she seems to find enjoyment in all of them; but, as I have already plainly indicated, her attention thus far has been chiefly devoted to the acquisition of language, and her progress in this direction has been most gratifying.

In this connection I will mention one point, which is perhaps worthy of note, and to which I have not hitherto alluded, — that is, her tendency to abbreviate words and sentences in conversation. Although in all my inter-

course with her I have made it my rule to form complete sentences and to require her to do the same, yet she is continually leaving out not only important words but whole phrases. If I have something in my hand, she will ask "what?" — meaning, "what is it?" or "what have you?" If I say, "I am going upstairs," she will ask, "to?" — meaning, "what are you going to do?" If I am going to walk, she will say "with?" — expecting me to tell her with whom I am going. But when we remember by what a slow method she is compelled to ask these simple questions, does it seem strange that she sometimes disregards words, which are not absolutely necessary for gaining the desired information? I have no doubt, however, that she will overcome this tendency, and will then express herself as clearly and fully in conversation as she now does in composition.

Like other children, she is constantly seeking something new. She examines every object within her reach, and ascertains the size, shape, density and use of whatever she touches. When we think what a variety of information can be obtained through the sense of touch, concerning temperature, weight, form, size, muscular exertion, pressure, and many other properties more or less marked, it does not seem surprising, that Helen should be able to perceive qualities not appreciable to those who have sight and hearing, and whose visual and auditory impressions claim that attention, which Helen concentrates upon the sense of feeling.

Her judgment of distances, and of the relation of places to each other, is less accurate than that of blind persons in general. I have often known her to make the circuit of a room several times, in searching for

some article that she had only a moment before laid upon a chair or table.

I have tried to improve every opportunity for showing Helen beautiful objects. When we go out for a walk, I seek to turn her attention away from any petty annoyances. In fact, I never allow her to talk of such matters during the time for recreation. It is best for children — and especially those who are situated as Helen is — to think more often of others than of themselves, to cultivate an interest in all that concerns their fellow-creatures, and to be able to appreciate and love whatever is good and beautiful. I have given her a little to observe at a time, and have insisted that she should observe that little well. In this way she learns to combine correct ideas, proper sentiments and noble impulses into logical and durable associations; and, as association makes a unit of the physical, intellectual and moral existences, and establishes a natural bond between the various parts, which constitute the mental state, great care has been taken in the formation of those associations over which we have some control.

With Helen, morality is not an edifice, erected at the cost of great labor, prudence and patience. She is naturally a very sweet, affectionate and generous child, and a very slight appeal to her sensitive little heart will invariably bring tears to her eyes.

She is remarkably correct in her deportment, and possesses a strong sense of order and neatness. She is skilful with her fingers, and is as fond of dress, articles of ornament and all beautiful things, as are other children of her age; and, with all the eager and restless activity of her mind, she is a very natural and a very lovable little girl.

Conclusion.

"But I've already troubled you too long,
Nor dare attempt a more advent'rous song." — Addison.

In closing this report, which, I fear, has exceeded the usual limits, I avail myself of the opportunity to render my heartfelt thanks to the members of your board for the kind advice and prompt aid afforded to me at all times and under all circumstances, as well as for the courteous manner in which these have been given. I also acknowledge, with pleasure, the cordial coöperation and valuable help which I have received from all my assistants in this work.

All which is respectfully submitted by

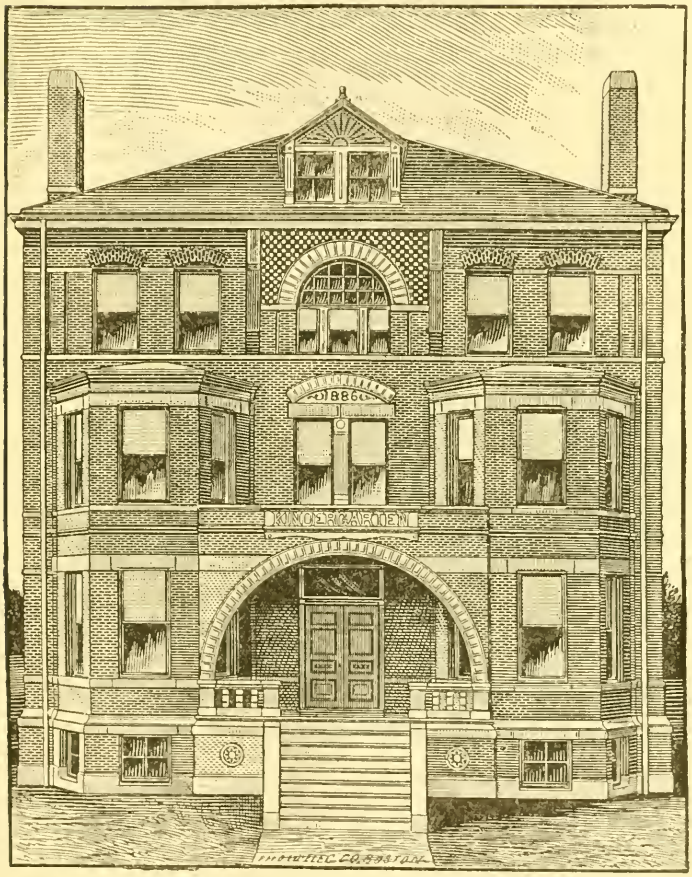
M. ANAGNOS.

SECOND ANNUAL REPORT

OF

THE KINDERGARTEN FOR THE BLIND,

SEPTEMBER 30, 1888.



BOSTON:
WRIGHT & POTTER PRINTING CO., STATE PRINTERS,
18 POST OFFICE SQUARE.
1889.

Kommt, lasst uns den Kindern leben.

FRIEDRICH FROEBEL.

OFFICERS OF THE CORPORATION.

1888-89.

SAMUEL ELIOT, LL.D., *President.*
JOHN CUMMINGS, *Vice-President.*
EDWARD JACKSON, *Treasurer.*
M. ANAGNOS, *Secretary.*

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S. LOTHROP THORNDIKE.
GEORGE W. WALES.

VISITING COMMITTEE.

[At a meeting of the board of trustees, held July 2, 1887, the following vote was passed unanimously: —

Voted, That the board of trustees appoint a visiting committee on the kindergarten, consisting of twelve ladies, who shall visit the kindergarten and consult with the matron on its domestic affairs, and extend towards the children such kind notice and advice as they may deem proper.]

Mrs. Elizabeth C. Agassiz.
Miss Elizabeth L. Andrews.
Mrs. William Appleton.
Mrs. Maud Howe Elliott.
Miss Clara T. Endicott.
Miss Sarah B. Fay.
Mrs. John Malcolm Forbes.
Mrs. John L. Gardner.
Mrs. Thomas Mack.
Mrs. Robert Treat Paine.
Miss Edith Rotch.
Mrs. Roger Wolcott.

OFFICERS OF THE KINDERGARTEN.

DIRECTOR.

M. ANAGNOS.

ATTENDING PHYSICIAN.

HENRY W. BROUGHTON, M.D.

Miss Isabel Greeley, *Matron.*
Miss Nettie B. Vose, *Assistant.*
Miss Fanny L. Johnson, *Kindergartner.*
Mrs. Sarah J. Davidson, *Kindergartner.*
Miss Lilian May Fletcher, *Special Teacher to* Edith Thomas.

INCORPORATION OF THE KINDERGARTEN.

On application of the trustees of the Perkins Institution and Massachusetts School for the Blind, the following act of incorporation was passed by the Legislature March 15, 1887: —

Commonwealth of Massachusetts.

In the year one thousand eight hundred and eighty-seven.

AN ACT

To authorize the Perkins Institution and Massachusetts School for the Blind to hold additional estate for the purpose of a Kindergarten for the Blind.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by authority of the same, as follows: —

Section 1. The Perkins Institution and Massachusetts School for the Blind is authorized to establish and maintain a primary school for the education of little children, by the name of Kindergarten for the Blind, and to hold for this purpose real and personal estate to an amount not exceeding two hundred and seventy-five thousand dollars in addition to the amount it is now authorized to hold.

Sect. 2. The said Kindergarten for the Blind shall be under the direction and management of the board of trustees of said corporation.

Sect. 3. This act shall take effect upon its passage.

House of Representatives, March 14, 1887.

Passed to be enacted.

CHAS. J. NOYES, *Speaker.*

In Senate, March 15, 1887.

Passed to be enacted.

HALSEY J. BOARDMAN, *President.*

March 15, 1887.

Approved.

OLIVER AMES.

Secretary's Department, Boston, March 30, 1887.

A true copy.

Witness the Seal of the Commonwealth.

HENRY B. PEIRCE,

Secretary of the Commonwealth.

KINDERGARTEN FOR THE BLIND.

SECOND ANNUAL REPORT OF THE DIRECTOR.

"Look, love, what envious streaks
Do lace the severing clouds in yonder east;
Night's candles are burnt out, and jocund day
Stands tiptoe on the misty mountain tops."

SHAKESPEARE.

TO THE BOARD OF TRUSTEES.

Gentlemen: — With the return of the first day of October, the work of this beneficent institution comes to the close of its seventeenth month, and it becomes my duty to present my second annual report to your board, giving a brief account of what has been accomplished.

The past year has been one of signal blessings, and it is a great pleasure to me to review its history, to note the progress that has been made, and to mark the evidences of the prosperity of the infant school and the promise of permanent usefulness given by its operations.

It is no little gratification to me to be able to assure the friends and benefactors of the blind, that, owing to their fostering care, the tiny establishment has taken a firm root, and that it is doing

all that the most sanguine of its promoters could dare to hope for.

The kindergarten has awakened much interest in the community, and has received many tokens of good-will and sympathy alike from persons of moderate means and from those who are entrusted with the stewardship of riches. The favors bestowed upon it during the past year were both numerous and substantial. Seldom has an enterprise aiming at the mitigation of affliction appealed so strongly to the popular current of feeling, or excited so deep an interest among all classes of people.

Rapid Growth of the Kindergarten.

"Not fairer grows the lily of the vale,
Whose bosom opens to the vernal gale."

Falconer.

The growth of the kindergarten has been remarkably rapid. It exceeds the anticipations even of those, who pay special attention to statistics, and are familiar with the disproportionate increase of blindness as compared with that of the general population of the country. In the course of seventeen months the nucleus has developed into a school of fair proportions.

We began work on the second day of May, 1887, with ten children. We have now twenty-seven under our care, and preparations have been made for the admission of five more, making thirty-two in all. This is the full number, which we can

receive; and, in order to accommodate so many, we shall be obliged to utilize every nook and corner of the building. There is no room for more, and the applicants whose names are already on record, as well as those who may seek in the future the advantages afforded by the kindergarten, will have to wait until vacancies occur or additional accommodations are provided.

Thus the sapling, which was planted in hope and faith only a few years ago, stands before us now a thriving and vigorous young tree, spreading its branches in every direction, and affording a refreshing shelter, under which a group of little sightless boys and girls are enjoying the benefits of a home circle and the inestimable advantages of early education. Many of these children have been exposed from their infancy to the most undesirable influences. They have seldom drunk the milk of kindness or tasted the fruit of affection. They have scarcely ever known the blessings of wise guidance or of comfortable domestic life, and their entrance upon the new experiences of parental care, rational training and pleasant associations, is marked by a corresponding improvement in their manners and morals, and even by radical changes as to form and features.

Health of the Children.

"To the old, long life and treasure;
To the young, all health and pleasure."

Ben Johnson.

The children, their teachers and attendants, all enjoyed most excellent health until the 10th of May, when an epidemic of scarlatina broke out in the kindergarten.

In the course of two or three weeks six of the pupils were attacked by this dire disease. The little patients were promptly removed to the City Hospital, where Albert Ernest Worden, the youngest and one of the brightest and most promising members of the family, died, lamented by every member of the household and by the ladies of the visiting committee. The others were speedily restored to health.

This unfortunate event proved injurious to the kindergarten in various ways. It disturbed seriously the regularity of the operations of the infant institution; closed its doors to many of its friends and other benevolent persons, who were planning to visit it during the long and pleasant days of the early part of summer; and prevented the children from participating in the commencement exercises of the Perkins Institution, and pleading their cause by the work of their tiny fingers before the immense audience, which was gathered in Tremont Temple on the 7th of June.

I avail myself of this opportunity to renew, in the strongest terms, the expression of my obligations to Dr. Henry W. Broughton, whose unremitting attentions during the prevalence of scarlet fever, as well as on every other occasion, which called for medical attendance, entitle him to the gratitude of every friend of the institution.

Officers and Teachers.

"Humblest service, done
By willing and discerning souls, is glory."

George Eliot.

There was only one change in the *personnel* of the institution during the past year. The engagement of Miss M. A. Swan, whose efforts were characterized by commendable fidelity, terminated with the close of the school term, and Mrs. Sarah J. Davidson was chosen to fill the vacancy. The new appointee is a person of superior qualities of mind and heart, and seems to be peculiarly fitted for our work. With this exception, the staff of officers and teachers of the kindergarten remains substantially the same as it was twelve months ago; and it gives me sincere pleasure to bear testimony to the diligent and devoted spirit, as well as to the efficient manner, in which they have discharged their duties. They have shown an intelligent zeal and praiseworthy interest in the performance of their several tasks, and the marked improvement made by the children is principally due to their

earnest purpose, their untiring patience and their hearty coöperation. They all labor together harmoniously in the interests of the establishment; and, while they are endeavoring to become familiar with the various phases of their work and with its special requirements, time and practice will enable them to do it in the simplest and most economic way. For, as the poet puts it, —

> "Experience is by industry achieved,
> And perfected by the swift course of time."

The Endowment Fund.

> "Gifts that grow are best;
> Hands that bless are blest:
> Plant, life does the rest." — Lucy Larcom.

That the kindergarten is doing a holy work, is unanimously affirmed by those who have watched its operations and become familiar with their details. It supplies the corner-stone in our system of education, and is destined to infuse fresh life into it, and to give a distinct and powerful impetus to its growth and development. A company of little boys and girls, many of whom have been rescued from the dwellings of extreme poverty and misery, are gathered under the roof of the infant institution, and there shielded from the frosts of wretchedness and the injurious effects of corrupt association. They are neatly clad, and abundantly provided with the necessaries of life. They are surrounded by such genial and wholesome influ-

ences as are conducive to their happiness and to the harmonious growth of all sides of their nature; and they enjoy the blessings of that early training, which, like a healthy plant, grasps the soil and seeks the sun.

Whether considered from a physical or from a mental and moral point of view, the results obtained in this garden of childhood during the past twelve months are very gratifying, and speak most eloquently of the value of its work. They indicate clearly the beneficent power of this new establishment, and the vast amount of good that can be accomplished through its agency; and they form a plea of irresistible strength in its behalf. But, to use Dryden's words, —

> "As high summits, in their airy sweep,
> Require foundations in proportion deep,
> And lofty cedars as far upward shoot
> As to the nether heavens they drive the root,"—

so the infant institution needs a solid and deep foundation, in order to rise to the lofty heights of the perfect fulfilment of its sacred mission. It must be securely grounded and firmly established on a permanent financial basis, otherwise it cannot succeed and prosper. An assured annual income is not merely a desideratum or a simple matter of convenience in this case, but a *sine qua non*, — a condition without which the perpetuation of the benefits of the kindergarten cannot be hoped for, nor its practically boundless possibilities be ful-

filled. Without a reliable source of support, relieving its future from all uncertainties and material embarrassments, it may exist, but cannot grow and thrive.

With these facts before them, the trustees resolved, with entire unanimity, to take definite and decided steps for procuring an endowment fund of one hundred thousand dollars. At the suggestion of Dr. Samuel Eliot, president of the corporation, they formed a special organization for the purpose of raising money. Meanwhile, the ladies of the visiting committee, having become acquainted with the financial condition of the kindergarten and with its needs, have determined to do their part in supplying the latter, and have entered upon the work with an earnestness, which commands our admiration and merits our heartiest thanks. They have been among the foremost in every movement concerning the increase of contributions, and have tried to devise ways and means in furtherance of the plan. They have held frequent meetings, discussed various measures, solicited subscriptions, and finally issued an appeal to the public, in which the members of the committee on endowment gladly united with them, and from which we copy the following extract: —

The ladies visiting committee appeal to a community never appealed to in vain for any good cause, to aid in endowing the kindergarten for the blind. Much has been already done in

behalf of this work. A site has been procured, a building erected and furnished, and all fully paid for, leaving no debt or encumbrance whatever. But the means for carrying on the kindergarten and providing for the company of little boys and girls now gathered in it are still wanting, and will be wanting until an endowment of one hundred thousand dollars, the interest of which will meet all ordinary current expenses, is obtained. A visit to the kindergarten, and a glimpse of the brightness and joy to be seen there among these sightless children, will do more than any words of ours to bring this enterprise before the hearts of our people. We ask earnestly and confidently for contributions to the endowment fund.

The *Evening Transcript* of February 24 called the attention of its readers to the urgency of this appeal in a most excellent editorial article, from which we quote as follows: —

The beautiful and commodious school for the little sightless children has been built and furnished, and is today musical with the laughing voices of a company of little girls and boys, many of whom have been rescued from homes of extreme poverty and want, where those that are blind are left to sit in darkness. That they have found light, any one will see who may stand for ten minutes in the cheery schoolroom, and watch the bright, eager faces, with their tremulous sensitiveness and intelligence. These children seem to drink in knowledge, as, in hot summer days, the parched flowers absorb the moisture of a welcome shower. That they have found happiness and joy in life, no one can doubt who has seen the little men on a bright winter afternoon, warmly dressed in great coats and tiny rubber boots, running about the wide, pleasant grounds of the kindergarten at Jamaica Plain, building snow forts and snow-balling each other, "just like other children,"

as the common saying is. Their aim is not very sure, and few of the snowy missiles take effect; and yet they get as much fun out of their play as any boys alive.

"Just like other children!" That is their claim upon us: these little ones are just like our own boys and girls, — only missing the one precious gift of sight, which others are blessed with. The object of the school is to help these little children to become just like other children, that they may grow up into good citizens, and self-supporting, self-respecting men and women.

In their names the committee asks, confidently and earnestly, for an endowment fund, that these little children may be succeeded by others; and that, so long as there are blind children in our community, they may find this place of refuge, where the darkness of ignorance and sorrow shall be lifted from them, and they shall be filled with the light of learning. In the names of these little sightless ones it is asked of all persons, — mothers, fathers, children. It is not the rich alone who should carry on this enterprise; and any contribution will be thankfully received by the treasurer.

Early in May, the ladies of the committee, wishing to render both the work of the kindergarten and its wants widely known to the community, held a reception, to which the members of the corporation and numerous other citizens were cordially invited. Dr. Samuel Eliot presided over the exercises, and made a most eloquent and convincing plea in behalf of the fund, which was afterwards published by the committee, in the newspapers and in a separate circular, in the following condensed form: —

The kindergarten is established, but not yet securely. It needs what all kindred works need, — an assured support; and

this can only come with the completion of the endowment fund. The amount of a fund barely sufficient to provide an income for annual expenses has been estimated at one hundred thousand dollars, and less than this cannot be thought of as an adequate provision for our work. We have about a fourth part of this endowment subscribed; the other three-fourths are yet to be given. That they will be given, we cannot doubt. This generous community — never more generous than in its care of the blind — will not only pour out of its abundance, but will give its mites, as it has done, to sustain this cause. It will not consent that its little blind children shall be in any danger of losing the home, in which they are now gathered, or the instruction, from which they are now reaping all the advantages — the almost unexpected advantages — witnessed within these walls. Boston, Massachusetts, or whatever name we give to the men, women, and children on whom we confidently depend, will not forsake the benevolent enterprise, for which we are sure we cannot plead in vain. The ladies visiting committee, in calling us hither this afternoon and arranging the welcome, which has made every one feel at home, give us a chance — a fortunate chance — to be aware of the really helpful friends of these children and their teachers. Oh, that the chance be not thrown away by any one of us, but that every visitor of today may go away with the resolution not only of helping this work, but of inducing others to help it, and so to feel, so to tell the scenes here witnessed, that the friends of the kindergarten may be multiplied, and its resources increased a hundred-fold! It stands with one look towards its children, serene and confident; the other look is confident also, but with a shade of suspense, as it turns to the people around it, and waits for the seventy-five thousand dollars, without which it cannot continue its ministry. Shall it wait long?

These appeals were fairly well responded to both by the rich and by persons in comfortable

circumstances ; and the lists of the contributions, which are published from time to time, show that the heart of the community has not ceased to feel deeply for the wants of the blind, and that the rising tide of benevolence breaks all along the shore, and each succeeding white-fringed billow washes farther up the strand than its predecessor. All this is full of hope and promise; but especially gratifying and encouraging is the zeal manifested by young boys and girls, who, inspired by an ardent desire to make the lives of their sightless friends more bright, are constantly laboring for our cause. They continue to hold fairs and sales, and to give juvenile concerts and miscellaneous entertainments in its behalf. Indeed, as the night brings out the light from the stars of heaven and the perfume from the flowers of earth, so the darkened condition of our little pupils touches the tenderest feelings of lads and lasses alike, and calls out what is noble and beautiful and fragrant in their natures.

The results of these efforts have not as yet, however, reached the desired point. On the contrary, they are much below it. After defraying all expenses, we have left in our treasury about one-third of the required amount. Two-thirds are still wanting to complete the endowment fund of one hundred thousand dollars; and we must not relax our energies, or think of indulging in the luxury of rest, until

the last dollar is raised. "No delay, no rest," as Virgil puts it.

"Nec mora, nec requies."

The revenue which such a foundation will yield is barely sufficient to meet the primary necessities of the kindergarten, and nothing less can be adequate to the emergency. Hence, the call for the full amount is urgent, the need is pressing.

"Up, then, with speed, and work!
Fling ease and self away!
This is no time for us to sleep;
Up, watch and work and pray!"

I am aware that the obstructions, which beset the path of those who strive to carry this undertaking to its consummation, are very numerous, and in some instances quite disheartening; but we must persevere in our course unflinchingly, and with a determination to conquer them, and pluck the sceptre of success out of the grasp of difficulty. Obstacles, however formidable they may be in appearance, are in substance things to be overcome by persistent and concentrated action, and nothing more than this. Our faith in the goodness of our cause and in the benevolence of the community is so strong and unwavering, that it furnishes constant incitement to effort for the final triumph of our project. It animates to new endeavor, and gives fresh encouragement in the midst of disappointment. It prevents our struggles from becoming wearisome, invigorates our

strength, intensifies our earnestness, and ever stimulates us to further and steadier exertion.

"'Be thou removed!' it to the mountain saith,
And, with ambitious feet, secure and proud,
Ascends the ladder leaning on the cloud."

We would again call the attention of our benevolent citizens, and our friends far and near, to the claims, which the kindergarten has upon their generous aid. Not only the development of its possibilities and the increase of its usefulness, but its very existence depends upon the generosity of its benefactors and supporters. The completion of the endowment fund will supply the infant institution with that condition of financial security, which alone can infuse life into its activities, furnish the sap of its vitality, insure its progress, and open for those who are surrounded by black clouds and incessant darkness vistas of glad promise in the coming time. Hence we appeal to every one who is concerned for the welfare of hapless childhood to unite in a common effort to procure the inestimable boon of early education and training for the blind of New England.

EDITH M. THOMAS.

"She went like one that hath been stunn'd,
And is of sense forlorn."—COLERIDGE.

In the last report of the kindergarten, mention was made of Edith M. Thomas, who, from an

attack of malignant scarlet fever and diphtheria, at four years of age, became totally blind and deaf, and, in consequence of her lack of hearing, gradually lost the ability to speak. When the former brief notice of this child was prepared, she had but just entered our school. She was then

EDITH M. THOMAS.

eight years of age, and, though rather small in stature, she was physically well developed, strong and active, and gave promise of being very intelligent, — a promise which has been amply fulfilled since she has been under instruction.

Her general health has been excellent throughout the year, but the state of her ears has been such as to require the care of an aurist nearly all the time. That this condition causes her considerable suffering, is evident from her

looks and gestures, and from the manner in which she sometimes strikes her head. Probably this has had some influence over her temper, and has affected her docility; but it is very difficult to estimate the degree of this influence.

She is remarkably quick and fearless in her movements, both out of doors and in the house. She soon learned her way about the building, and now goes alone, with the greatest freedom, in search of whatever she wishes. Her perception of the situation and relation of objects around her is very accurate, and so is her judgment of distances. She goes directly, and without groping, to the point she would reach. Her teacher says, that, when Edith had been less than a month at the kindergarten, on returning from a walk of about a mile, she put out her hand to find the gate when only two or three rods away from it.

She seems to possess an inherent sense of order and neatness, and, like most little girls, is fond of dress. She had noticed, with apparent pleasure, that some of the children had pictures above their bureaus. Accordingly, when a new bureau was put into Edith's chamber, her teacher placed a picture over it similar to those in the other rooms. This delighted the child. She evidently thought it was a mirror, for she immediately ran to wash her face and comb her hair neatly. Then she came to the bureau, and,

standing on tiptoe so as to bring her head on a level with the imaginary mirror, she stood looking towards it, turning her head from side to side, and patting her collar, with a look of supreme satisfaction on her face.

Naturally very skilful with her fingers, she performs her little tasks much quicker and better than most of the children with whom she works. Her teacher relates that when Edith had been only three months under instruction, having one day finished a cup and saucer she had been modelling, long before the other children had completed theirs, she was given a piece of clay with which to do whatever she chose. She first made a twisted stick of candy; next, a penny, and spelled *money;* and finally she modelled a dulcimer with keys, and stick with which to strike the notes; and this was so well made that her teacher declares it would have done credit to a seeing child. She had seen a dulcimer belonging to one of the girls; but this was her first attempt at making one in clay, and she worked without a model save that furnished by memory.

Edith has an affectionate nature, and is very fond of fun and frolic with her companions. She recognizes every member of the household, and very quickly misses an absent one. At night she wishes to kiss each one of her schoolmates before going to bed. She appears to have a cor-

rect idea of their various abilities, and likes to teach the weaker and more helpless ones, showing great aptitude in giving instruction. Her teacher once set her to assist another pupil in making her bed. Edith readily complied, and attended very nicely to the part assigned her, taking no notice of the work of her companion. As soon as she had finished, a happy thought seemed to strike her. She ran away and searched the house until she found H——, who is one of the most incompetent pupils. Leading her to her room, Edith made her understand that she would teach her how to make her bed. So they began to work together, Edith going from one side to the other, showing H—— how to do her part, and doing her own very neatly. Finally she gave the pillow to H——, showed her how to arrange it, and then left her to do it herself.

Notwithstanding her affectionate disposition, Edith likes to tease her companions, and is very artful in carrying out her designs. She frequently annoys the little girls by pushing them, hurting them in various ways, or slyly stealing away their dolls and other toys, which she sometimes injures or destroys. One day, when she was in the hall with little H——, during their play hour, her teacher saw her stop suddenly as if in deep thought. Then she threw her arms around her companion, kissed her several times, and drew her

gently into the girls' sitting room, closing the door behind her. Miss Fletcher soon entered, and found Edith sitting on the floor, with her back resting against the closet door, while a faint sobbing from within revealed H——'s imprisonment. Her feeble efforts to open the door only excited Edith's mirth. Miss Fletcher approached unperceived, opened the door quickly, and released the prisoner, much to Edith's astonishment, who could not understand the apparently wonderful increase of strength in her helpless playmate. Many of Edith's little tricks evidently proceed from pure love of fun, without intention of really annoying any one. Even when there seems to be some malice in her sport, it is by no means certain, that this is not the result of a failure to comprehend the trouble she causes.

The child appears to have an innate sense of right and duty, combined with great decision of character. Although wilful, impatient of restraint, and even obstinate in her refusal to submit to authority, yet, when left to herself, she often manifests a touching loyalty to right. Sometimes she wages very long and severe battles with her rebellious will, every feature and gesture betraying the fierceness of the struggle. At the outset you can read the temptation in her face, — the desire to gratify some impulse so powerful that she almost yields. Then her moral sense evidently arouses her indignation against her recreant will,

and she strikes herself violently and repeatedly, sometimes throwing herself upon the floor, kicking and pounding. Whenever these struggles occur, if left entirely to herself, the right finally conquers; but the interference of authority drives her to greater rebellion.

One day she was sent to make her bed. Not choosing to obey, she pulled the clothes hastily over it, and ran away to the playroom. She found none of the children there, and stood thinking for a few minutes. Then she returned to her room, and began, in an indifferent mood, to make her bed. Suddenly she began to strike one hand with the other; and, after a long contest, during which she threw herself upon the floor, fighting with feet as well as hands, she finally subdued the evil spirit within, made her bed neatly, and showed it to her teacher with a face expressive of great pleasure.

On another occasion, as a punishment for some offence, Miss Fletcher made her understand that she should not leave the room. Edith stood at the door, her features indicating the struggle between her longing to go and her duty to stay. The battle was fought out as usual, with hands and feet, interrupted by occasional intervals of quiet, after which the contest would recommence. At one moment her teacher thought Edith was about to leave the room, and rose to prevent her; but she immediately saw her mistake,

for the instant the child perceived her approach, she no longer hesitated to run away. She was brought back, but her teacher did not afterwards try to detain her by force; and, though Edith's struggle with herself continued a while longer, she did not again attempt to leave the chamber.

In addition to this sense of duty and this power of self-government, little Edith possesses a remarkable degree of honesty. This trait of her character is mentioned more fully in the detailed report given by the matron.

From the preceding account, it is apparent that Edith is a child of strong feelings, and that her features are sufficiently mobile to express her emotions; nevertheless, she does not respond quickly to appeals from without. Novelty seems to possess less charms for her than for most children, and she generally appears indifferent to things until she becomes somewhat acquainted with their nature and value. When a new word, object, or idea is presented, her features express neither pleasure nor surprise, and it is very difficult to discover what impression, if any, is made upon her mind. This has naturally proved a hindrance in her education, as her teacher has often been obliged to work a long time in the dark before finding a clew to the path, by which she may reach the mind of her pupil.

Although Edith has received some instruction in classes with the other children of the school,

it has also been necessary to assign her a special teacher, for certain hours each day.

When she entered the kindergarten, she had no means of expressing her wishes or needs except a few natural signs. Her progress in the acquisition of language was, in the beginning, somewhat slow. At the end of the first ten weeks she had learned forty-three words, and at the close of the year her vocabulary numbered about four hundred words. It should be explained, however, that the year included only eight months of instruction, followed by the summer vacation of three months, which the child spent at her home; after which she returned to school about a month before the preparation of this report. In other words, her present vocabulary represents the results of only nine months' tuition.

Although she often expresses a wish to know the names of things, and seems interested in learning words, she can scarcely be said to be eager in this direction. The following sentences, which she is capable of reading, writing, and making with the manual alphabet, are given as illustrations of her present command of language: —

Edith is a large girl. Edith has a bed and a bureau and a washstand. Edith makes bed. Edith will undress and go to bed quickly. Man gave Edith bell in store. Edith swings in hammock and rides on tricycle. Edith

writes on paper with pencil. Edith makes father's house with cubes. Edith went to see Mr. Phinney's barn. Edith and teacher went to ride in carriage with Dr. Broughton.

The acquisition of language does not seem to be of the first importance to the child. Her brain is very active, but it is occupied with what she will do, rather than with what she will say. If she is at a loss for an expression, her teacher says, that "Edith coins words of her own." The plays which she devises by herself, always managing their execution, show that she possesses good observation and fertility of invention, combined with great power of imitation. Shut out from intercourse with others, her active mind has already invented occupations and amusements for itself. These qualities, in addition to her fearlessness and freedom of movement, make her less dependent upon others for happiness than most children of her age, and less eager for intercourse with her fellow-beings.

That in which she is interested she learns quickly. When she had been only a month at our school, Miss Fletcher began to teach her to write the square hand. As an introductory lesson, she showed her the embossed letters she was to imitate. In half an hour Edith learned the entire alphabet, so that, on placing her finger upon one of the raised characters, she could promptly make the corresponding manual letter.

The following account of this interesting child, given by Miss Greeley, the matron of the kindergarten, shows in greater detail the progress which has been made by little Edith since she entered the school.

Edith came to the kindergarten Oct. 4, 1887. I saw her for the first time in the horse-car on her way hither. She appeared active and bright, with round and rosy cheeks. Her hands were loaded with her parcels, her basket and her little bag. I sat by her side and sought to make her acquaintance, knowing that she was to be under my care. Her mother accompanied her. On arriving at the kindergarten, she was taken to her room and assisted in putting away her little belongings, for which she showed the greatest fondness. She was then taken to the schoolroom and introduced to Miss Johnson and the children, who were engaged in their usual work. At this time Edith seemed only a healthy little animal, full of strength and force. She had no knowledge of any language except that of natural signs.

The first attempt at teaching her the manual alphabet used by the deaf and dumb was made by Miss Johnson, who labored for some time before meeting with any success. Edith's interest was excited for the first time by a direction to model a ball and a mug in clay. The names of these objects had been selected as the trial words, and had been again and again spelled by letters of the manual alphabet made against her hand. Her own fingers had also been guided to shape the letters of these words. Her first apparent recognition of the connection between a word and its corresponding object was in passing a

mug or ball to the teacher when the latter spelled the name; but it was two weeks before Edith voluntarily made the letters with her own fingers, though there is no doubt that she already understood what was expected of her. The restraint of regular occupation, even for half an hour, she violently resisted.

On the 16th of October, Miss Lilian M. Fletcher began work as a special teacher. Hours of regular occupation were arranged for Edith, and she entered upon a course of systematic instruction. Her obstinacy now became evident, and the various interruptions to her progress have been due to this trait and to her overflowing spirit of fun and frolic, rather than to any dulness of apprehension. While she has a most affectionate and lovable disposition, her frequent fits of ill-temper and her passion for fun lead her to play many mischievous pranks with the children, so that it is unsafe to leave her alone even for a moment. There is never a lack of ingenuity or cleverness in carrying out her little plans. Her movements are free, her fingers very deft, and she excels the other children in the handiwork required of them. She runs faster than they do; she takes more stitches in a given time, and with greater nicety; and she is usually the leader in their sports. The children are fond of Edith, and are always ready to excuse her misconduct, although they would not be guilty of like behavior. "Poor little Edith," they say; "she cannot talk."

In the diary kept by Miss Fletcher, her progress has been recorded with great care; and I find, under date of October 21, —

A great victory has been won; for, while patient hands have been trying, without success, to make Edith form letters

for herself, today, after three and a half hours of toil, I succeeded in making her form the word *mug* herself.

October 23. I have not allowed Edith to have anything to drink at table until she spelled *mug*. This noon, to my surprise, for the first time of her own accord, she spelled *mug*.

The word *hat* was taught her in the same way. She was obliged to ask for the article before she could go out to play. It was the same with the word *boot*. If the child did not appear at the breakfast table, we inferred that she was detained in bed until she asked for her boots by the finger alphabet. About this time Edith's mother called, and gave her a toy watch, which pleased the child so much, that she immediately made signs to her teacher that she wished to give it a name. She learned to spell *watch* in five minutes, and never forgot it afterwards.

Under date of October 28 we find this entry: —

Edith was very naughty, and we did but little work.

October 29. Edith was better natured today.

November 1. I have been obliged to keep Edith in bed for a punishment.

November 10. I am glad to find Edith a strictly honest child. She never touches that which does not belong to her.

An incident which happened before Edith entered the kindergarten corroborates this opinion. One day the child entered a room, which she did not know was occupied. Approaching a table, she found thereon some candy. This was a great temptation. She took it up, evidently longing to taste it; but she resisted the temptation, and put it down. Then she continued her search about the room. Finding a lady lying upon the

bed, she returned to the table, took the candy, and carried it to her.

November 11. Edith wove her first mat today. Her fits of high temper are not so frequent or violent as formerly.

November 12. Edith did good work. She spelled all the words she has learned.

November 14. Edith takes an active part in the kindergarten games, which she thoroughly enjoys. She now goes into the gymnastic class for one hour each day with the other children.

November 15. Edith sewed her first card in ten minutes, making no mistake. The same card took some of the children an hour.

November 16. Edith did her first paper-folding in the class today.

On November 17 Edith began learning the square handwriting, the first step being to feel of the letters in raised print, and thus become familiar with their shape before attempting to write them. Miss Fletcher says: —

She surprised me by learning it very quickly. At first she tried to twist her fingers to look like the letters in the book, but soon gave it up. I can place her finger on any letter, and she will make the corresponding letter in the manual alphabet.

November 21. Today we start on our new plan of study.

This plan, as substantially carried out during the winter months, was as follows: From 9 to 10 A. M., learning words; 10 to 11, play; 11 to 12, stringing beads, or some kindergarten occupation; 12 to 1, gymnastics; 2 to 3, play; 3 to 4, kindergarten instruction.

December 2. I gave Edith the name of one of the girls, *Rose*. This seemed to please her.

December 6. She learned her own name, *Edith;* also the numbers *one*, *two*, *three*. The verbs *run* and *give*, with their connections, — *Edith run*, and *give doll mug*, — she understands perfectly.

December 15. Edith has been very kind today to a little sick girl, giving her watch to the invalid to amuse herself with.

December 22. Edith attended the exercises in honor of Laura Bridgman's fiftieth anniversary at the Perkins Institute. She behaved very nicely.

December 23. I found Edith on the highest shelf in the closet, whither she had climbed.

On Christmas morning Edith examined her stockings, and the record says : —

The first expression on her face seemed to be one of indifference, — showing neither surprise nor delight. Her hand ran down the length of the stocking. Finding it full, she took it from where it hung, and carried it to her bed. In the top of the stocking she found a doll, and her joy was unbounded. She patted first the doll, then herself, to ask if it belonged to her. She then spelled *hat*, and showed me a little straw hat trimmed with bright ribbons. She commenced pulling out candy and nuts, in great excitement, but, finding this too slow, she grasped the stocking by the toe, held it upside down over a plate, and secured the contents. She then ran back for the packages she had before touched, and quickly untied and examined them.

Watching her on that Christmas morning, we felt the power imparted by the precious gift of intelligence. We perceived the coming light that was to gladden her little soul. Though now appearing only in scattered gleams, yet

"I saw the hid beginnings when chaos and order strove,
And I can date the morning prime, — the purple flaming of love,"

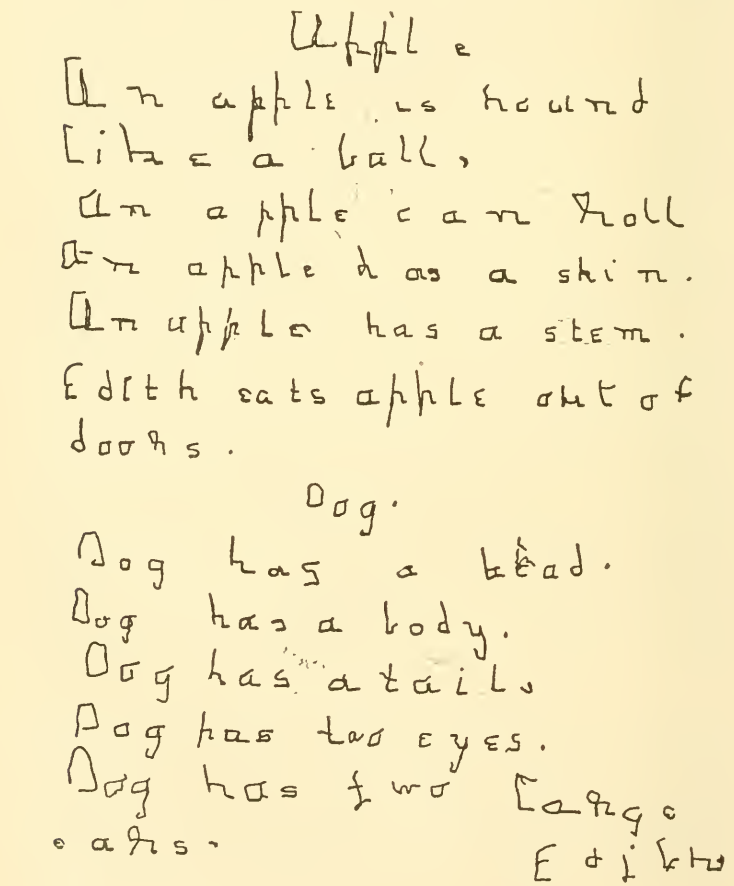
— of love, and desire for growth and improvement. The child's nature was at last awake, and her progress since that time has been most commendable. She exhibits quickness of perception and understanding, and is in every way a promising child. It is delightful to observe the change that has taken place in her countenance and manner, and to contrast her appearance and behavior of a year ago with that which she now exhibits. Then we often felt we might be doing the child injustice, because we had no means by which to express our wishes or to interpret her desires. Now, not only is her pleasure heightened, but our relations are becoming more intimate, and each day brings with it satisfactory results.

In the elementary instruction, which Edith has received, great care has been taken to insure thoroughness, and to avoid all subjects, which might prove bewildering, choosing only those, a knowledge of which would serve as a useful basis for future advancement. We feel certain that the advantages of the kindergarten system, as applied in this case, will be made apparent in Edith's later years. She has now a vocabulary of about four hundred words, and her knowledge of language has been principally acquired through the use of objects. Miss Johnson considers her as fitted to receive such object lessons as are given to the other children, and says: —

Now that the number of words known to Edith is so much increased, the effort is being made to have her go over the ground covered by the other children. She has lately been examining the second kindergarten gift, consisting of a wooden ball, cube and cylinder. These are chosen as being the foun-

dation of all forms, and in connection with these she examines natural objects related to them in form. She is led to describe these objects, and tell the differences between them. This, of course, is an excellent language lesson, and the one of all others most necessary for her.

She can now form almost all the letters of the square hand, and her writing lessons are connected with the object lessons by letting her write the facts she has just discovered. The following *fac-simile* copies are specimens of these lessons: —



With Edith there is no difficulty about spelling correctly, as she must spell a word every time she uses it. She can therefore read or write any word in her vocabulary. As so many unfamiliar words occur in all the reading books, we are obliged to have sentences prepared expressly for her, and printed in raised type.

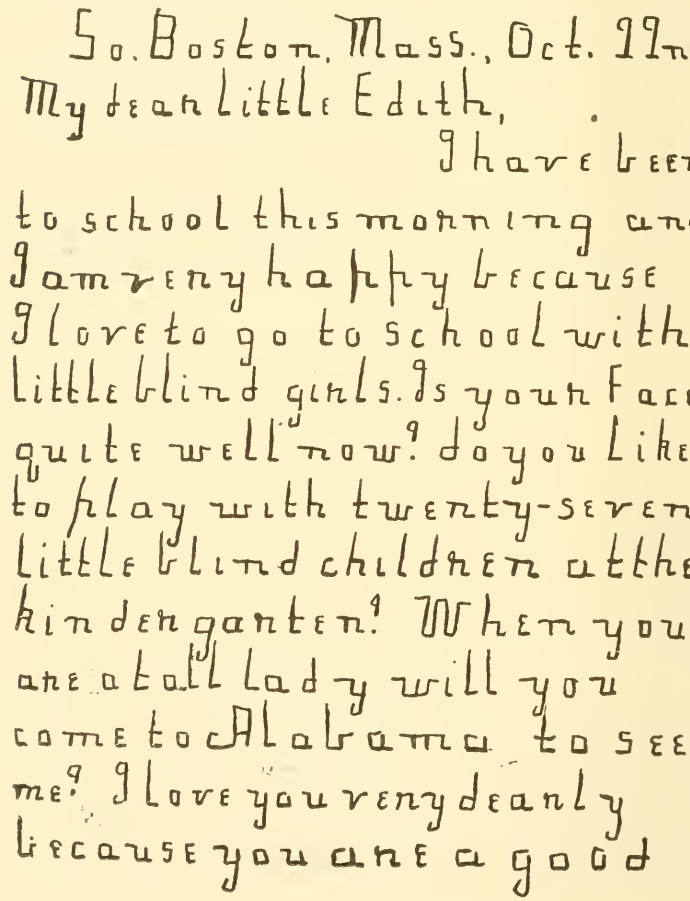
She has, of course, begun to work with numbers, and this study is frequently carried on in connection with her kindergarten work; but she has not yet gone beyond the number eight. The gifts are rich in number lessons, and she now uses several of them, working under direction in the regular way. From the beginning she has been in the class with other little girls, weaving, sewing and modelling in clay; and the hour in which they march and play the kindergarten games is the one to which she looks forward with most pleasure.

Again we are permitted to see the miracle of a fresh heart and a fresh soul led out of silence into the boundless possibilities of outer life.

> "O small beginnings, ye are great and strong;
> Ye build the future fair, ye conquer wrong;
> Ye earn the crown, and wear it not in vain."

The recent visit of Helen Keller to the kindergarten was an occasion of rare interest, not only from the pleasure, which everywhere attends the presence of the little visitor, but from its bringing together these two children, Edith and Helen, so nearly of an age, both totally deprived of sight, hearing and speech, and now being educated by methods similar in principle, but widely different in detail. Helen is nearly a year younger than Edith, but she is larger in stature and much

further advanced in her knowledge of language, having a natural gift in that direction, which has been developed by the constant attention of a private teacher for nineteen months; while Edith's instruction covers a period of only nine months. The following letters, which were exchanged between these children, are here produced in *fac-simile*, and illustrate the difference of their attainments in the English language: —


So. Boston, Mass., Oct. 19th
My dear little Edith,
I have been
to school this morning and
I am very happy because
I love to go to school with
little blind girls. Is your face
quite well now? do you like
to play with twenty-seven
little blind children at the
kindergarten? When you
are a tall lady will you
come to Alabama to see
me? I love you very dearly
because you are a good

sweet and precious little child. My teacher sends much love and many kisses to you.

Adieu

Helen A. Keller.

Dear Helen;

Teacher and Edith go to see Dr. Jack

Teacher and Edith go to ~~store~~ Man gave Edith ball and kettle

Teacher put long ribbon on Edith's hair.

Edith made girl a velvet hood.

Edith's face is well.

Good bye,

Edith,

Helen, the child of the south, with her sweet, clinging, affectionate disposition, is unfolding as rapidly as a tropical plant, and winning all hearts by her loving ways and by her brilliant success in the acquirement of language; while Edith, — sturdy, self-reliant, independent, — in her tardier advancement in the one direction, in which Helen excels, shows, nevertheless, indications of a deep moral nature and a strength of character, which, if wisely guided in their development, give promise of a noble womanhood.

The Proposed Fair.

"I mean, sir, in delay
We waste our lights in vain, like lamps in day."
Shakespeare.

The interest lately revived in the great fair for the blind, which was held in Faneuil Hall some fifty-five years ago, and the remarkable success achieved by the girls of the Perkins Institution at their bazaar for the kindergarten, held in their schoolhouse on Washington's birthday in 1884, have called forth frequent suggestions from many friends of the cause, in regard to repeating the experiment in behalf of the same object. The matter has been frequently discussed, and offers of substantial help and of hearty coöperation in the work have been extended from all sides. A charming and forcible article from the graceful pen of Mrs. C. W. Richards appeared in the

newspapers last February, giving some "Recollections of the Fair of 1833," — in which she was one of the principal actors, — and urging "Its Example for 1888."

In view of all these facts and appeals, as well as of the necessities of the new kindergarten, strenuous efforts were put forth to effect a suitable organization, and place the enterprise under its control; and the public at large were earnestly requested, at the close of the commencement exercises last June, to come to our assistance. The prospect of success in inducing some experienced persons to take a leading part in the movement, and marshal our forces, seemed then to be very hopeful; but I regret to say, that thus far there has been no satisfactory progress made in this direction, and, as a consequence, we are compelled to postpone the execution of our plans.

This delay is very unfortunate, and a real "waste of our lights." The field is ready for operations, numerous laborers are waiting for the summons, the signs of the times are very auspicious, and the prospect of adding a good sum of money to the scanty funds of the kindergarten is very promising. All that is needed to bring the project to a favorable issue is a small band of earnest and public-spirited women willing to take hold of the affair and put it through.

Can it be possible, that, in a city renowned for its philanthropy and teeming with benevolent

works and humane enterprises, there is not a sufficient number of happy mothers, generous and broad-minded enough to undertake the championship of the cause of the blind, and to aid in lessening the sharp sting of the misfortune of the little sightless children, and in opening to them the road of usefulness and happiness?

Another Building Imperatively Needed.

"One step at a time and that well placed,
We reach the grandest height:
One stroke at a time, earth's hidden stores
Will slowly come to light."

The new and commodious building, which was so carefully planned and well constructed, so convenient and beautiful, — itself a refining, uplifting, educating power to those who gather within it for instruction and training, — has proved to be well adapted to its purposes. It is complete in its internal arrangements, and affords excellent facilities for all the necessary exercises of the school. But, although it was dedicated to the uses of the kindergarten only one year and a half ago, it is now crowded to its utmost capacity. There is not a vacant bed in it, while a number of sightless children, who are eagerly seeking admission within its walls, and who ought to be taken away from their surroundings and placed under our care, are kept out for want of room.

This state of things renders it absolutely neces-

sary that a second building, similar to the first one in size and architectural style, should be erected without delay. The new edifice will be very helpful in many essential ways, and will contribute vastly to the extension of the benefits of the kindergarten and to the improvement of its work.

First. It will enable us to receive all suitable candidates for admission at the earliest possible age, and by appropriate training enhance the value of some of the best years of their lives.

Second. It will supply the necessary means not only for classifying the pupils carefully according to the individual requirements of each case, but also for retaining them under the genial influences of the kindergarten, by enlarging the scope of its system of rational education, so that the latter will cover a much more extended period of time than is possible with our present limited accommodations. The following charming words of Richter give a perfect idea of the lasting effect, which such a prolongation has upon the character of children: "The longer the morning dew remains hanging in the blossoms of the flowers, the more beautiful the day."

Third. It will render it possible for us to carry out our original plan, and allow a small number of seeing little boys and girls residing in the neighborhood to participate in the daily exercises of the kindergarten, and associate with our tiny pupils both in the schoolrooms and on the

playground as their fellow-workers and playmates, their friends and companions.

For the means of attaining to these ends we earnestly appeal to the public in general, and to those generous individuals in particular, who may be disposed to devote a portion of their riches to the alleviation of the woes of suffering humanity, and to unite their names forever with one of the several buildings, which are to be dedicated to the cause of the education of the blind.

It is confidently hoped, that the tide of benevolence will begin to flow strongly towards the kindergarten, which is laboring to do a work second to none in the community in present importance and in far-reaching results.

A Munificent Gift.

"Nichts halb zu thun ist edler Geister Art."

Wieland.

Since the financial year of the kindergarten was closed and the annual accounts were made up, the very liberal and encouraging contribution of $38,000 towards the endowment fund has been received from Miss Helen C. Bradlee, who had previously given $2,000 to the same object.

This is the most munificent gift thus far bestowed upon our enterprise by any one individual. Indeed, it is a royal one in every respect, and serves as a confirmation of Wieland's

words, that "to do nothing by halves is the way of noble souls." It was unquestionably born of pure philanthropy, and will ever be known as the BRADLEE FUND, thus indissolubly linking the name of the donor, as well as that of her honored family, with the history of the kindergarten. We hail it both as a manifestation of profound interest in the cause of the education of the blind and as a pledge for better times.

"Auspicium melioris aevi."

Would that I could put into words our sense of obligation to Miss Bradlee for such a bounteous gift! Milton's phrase,

"The debt immense of endless gratitude,"

embodies the essence of our feelings and gives expression to our sentiments. The sightless children not only of the present, but of countless future generations, to whom the munificence of their benefactress will render accessible the advantages afforded by the kindergarten,

"Shall cry to heaven and pull a blessing on her."

Such deeds of benefaction as that of Miss Bradlee remain forever with their bestowers. They are inscribed on the tablets of eternity in letters of gold; and, whenever we have the pleasure of putting them on record, we feel, indeed, that hope is erecting its altar upon the ashes of despair.

Future Prospects of the Kindergarten.

"Cherished with hope and fed with joy, it grows;
In cheerful buds their opening bloom disclose,
And round the happy soil diffusive odour flows."

Prior.

In summing up the review of last year's work, we have good reason to be thankful for what the kindergarten has thus far accomplished, as well as for its present excellent condition.

With some anxieties and not a few misgivings, and yet with undaunted courage and firm hope, we commit this beneficent institution to the sympathy and fostering care of all friends of humanity. We anticipate for it a wide influence and a grand success. We confidently believe, that the time is not far distant when a complete group of commodious buildings will spring up on its premises, dotting its fair grounds with beautiful structures. The enterprise is still in its infancy, to be sure; yet, looking into its future and contemplating its prospects and the ultimate benefit which it is destined to confer upon hundreds of sightless children for centuries to come, we are inclined to repeat, with Ovid, "What destinies the little bark carries!"

"Heu quantum fati parva tabella vehit!"

All which is respectfully submitted by

M. ANAGNOS.

REPORT OF THE MATRON.

To Mr. M. Anagnos, *Director*.

Sir: — I have the pleasure to submit the second annual report of the kindergarten for the blind.

The whole number of pupils under instruction during the past year has been twenty-nine, of whom twelve were girls and seventeen boys. One of the former has been transferred to the girls' department of the Perkins Institution, and one death has occurred among the boys.

Ernest Worden entered the kindergarten April 12. He was attacked with scarlatina on the thirteenth of May, and was removed immediately to the city hospital, where he died May 23, 1888, at the age of six years. Ernest was at the kindergarten for one month only, and he ever seemed

> "A cherub
> Who had lost his way,
> And wandered hither. So his stay
> With us was short;
> He did but float a little way,
> And, putting to the shore,
> While yet 'twas early day,
> Went calmly on his way,
> To dwell with us no more."

At the same time there were four other cases of scarlatina, all of a very light form; and this sudden visitation forcibly reminded us of our pressing need of some suitable place for the isolation of patients prostrated with contagious disease.

With this exception, the general health has been uniformly good, and a marked improvement in the physical appearance and condition of all the children has been visible. This fact is especially gratifying, when we remember that children of this class usually have feeble organization and inferior physique, and are predisposed to mental and bodily inertia.

The arduous work of the teachers has been most diligently and patiently performed. A study of the mental development of any individual pupil connected with the kindergarten during the past sixteen months is sufficient to demonstrate the practicability of the scheme of education, which has been carried out. The underlying principle is to develop the child's mind in the direction of its natural growth, and so stimulate its powers of perception and application. Contrasting the methods pursued in the ordinary kindergarten with those required in the same system of education for the blind, Miss Johnson, who has been connected with this school from the first, says, of her own work: —

The primary object of a kindergartener, on receiving a number of children under her charge, is to endeavor to turn their natural activity of mind and body into desirable channels; not by any means to crush it, but to give it a legitimate, instead of an illegitimate, outlet. It is in this respect that our work with the blind differs from that of an ordinary kindergarten. Our children too often come to us entirely lacking this activity.

They are afraid to move about alone; they are physically undeveloped, and their senses are dulled by inaction. It becomes, therefore, our first object to awaken their activity; and no system of education can be better fitted for this purpose than that of Froebel. It is with thankful hearts that we note the change that has come over so many of the children in this particular, during our first year's work. The apathetic have become interested; the powers of observation have been quickened, the fingers, which were becoming stiff and awkward from lack of use, are now comparatively nimble, and the children move about with ease and without fear. Much of the physical freedom acquired by them is due to the playing of kindergarten games. Children, previously afraid to run, forget their fears in imitating the flying of a bird, in personating a cat running after a mouse, or a horse trotting briskly home from a visit to the blacksmith; and, when they once realize the delight of rapid motions, they begin at once to use them in their free play. The games have also proved most useful in the training of the other senses, which must be used to their fullest extent in order to make up for the loss of sight. The increased mental alacrity of the children has been as remarkable as their bodily activity. Those who at first appeared to have neither desire nor capacity for learning, are now not only ready, but eager, for instruction, and have gratified their teachers by their intelligent application of the knowledge they have gained. Their delight in the study of elementary science, as used in the kindergarten, and the minute distinctions noted by themselves in the examination of objects, have been often remarked by visitors. A noticeable improvement in the use of language has been one of the great gains of the year, and in an advanced class tolerable ease in reading and in the use of simple numbers has been acquired by a few of the pupils.

Instances might be given to show the extremes of inefficiency and inactivity, and the marked improvement

that has followed more or less speedily; but the foregoing general facts, as given by Miss Johnson, apply so well to all under our charge, that we forbear to cite special cases.

An interesting feature of the school is the musical instruction, under the direction of Miss Cornelia C. Roeske. The children are, almost without exception, fond of music. The words of the kindergarten hymns and songs are taught in the schoolroom; and they are of a simple and pleasing character, in harmony with the season and the spirit of nature. The little boys and girls render these songs with an understanding and musical spirit very creditable to them and their teachers; although the latter realize that vast improvement is still necessary. The whole class receives daily lessons in musical notation, and four of the children have begun to practise on the pianoforte.

Dr. H. W. Broughton, the attending physician, has not limited his services to professional visits; and we acknowledge, with much pleasure, his unfailing kindness, and the interest which he has taken in the welfare of every child.

The members of the ladies visiting committee have made frequent visits to the kindergarten, and have encouraged the work by their personal interest and evident sympathy. To them, and to all who have ministered in the remotest degree to the success and prosperity of the year, we are profoundly grateful.

This report involuntarily shapes itself into an appeal, — the echo of an appeal unconsciously made by these children to all those with whom they come into daily contact. The life-work of these young creatures all lies

before them, yet they must enter upon it sadly crippled by an infirmity, the greatness of which they, fortunately, cannot realize. When we compare our opportunities with their limitations, the good we desire to do seems immeasurable.

Respectfully submitted by

ISABEL GREELEY,

Matron.

RECEPTION

GIVEN BY THE LADIES VISITING COMMITTEE AT THE KINDERGARTEN FOR THE BLIND.

MONDAY, MAY 7, 1888.

In order to encourage a more thorough acquaintance with the work of the kindergarten, and to enlist the sympathy and coöperation of those who are interested in promoting philanthropic enterprises, the ladies visiting committee decided to hold a reception there, and to throw open for inspection the entire premises.

The committee accordingly issued cards of invitation for Monday, May 7, at 3 P.M., and a considerable number of ladies and gentlemen visited the school. The guests were received by the ladies of the committee, who gave them the freedom of the house; and the first hour was spent in looking about the building, and examining the various arrangements for the health, comfort and happiness of the children. In the schoolroom for the girls and in that for the boys the little pupils were seated at tables or desks, their fingers being busy with various kindergarten devices. Some were examining geometrical forms, others were executing designs with beads upon a cushioned table, and a few were reading from embossed books. These rooms were very attractive, and the guests lingered here, talking with the children and watching them at their work. Another equally if not more attrac-

tive centre was a small apartment opposite the girls' schoolroom, where little Edith Thomas sat with her teacher. Edith was busily engaged in paper-folding, and made a soldier's cap and other designs very skilfully. She also wrote with pencil in the square hand so generally used by the blind.

After nearly an hour had been thus spent, the pupils were allowed a recess, during which the guests were invited to the hall in the fourth story of the building. The children entered a little later and took their seats near the platform, and Dr. Eliot, as president, opened the exercises with the following words: —

President Eliot. Ladies and gentlemen: — The exercises for which you have been asked to mount these stairs and come up so high are now about to begin. They will consist partly of musical performances, most of them by the children of the kindergarten, and partly of brief addresses to be made by the friends of the kindergarten, whom you will, I am sure, all be glad to hear. The first thing on our programme is a clarinet solo, by C. Wilbur Basford of the Perkins Institution.

The solo by Mr. Basford was finely executed, and called forth hearty applause, after which two songs were sung by the children of the kindergarten, which gave great pleasure to the audience.

President Eliot. I will now ask the three friends, who are to make brief addresses to you, to speak one after the other without any form of compliment or introduction on my part. The first one is the Rev. Francis G. Peabody of Harvard College.

As Prof. Peabody came forward, one of the little boys inquired, in a voice loud enough to be heard by all pres-

ent, "who are you?" which created considerable merriment.

President Eliot. "One touch of nature makes the whole world kin."

ADDRESS BY REV. FRANCIS G. PEABODY.

What a strange thing it is that in a moment an occasion that would seem to have been pathetic and touching is turned, by one little voice, into an occasion of merriment and joy! This is the sense of contrast, with which one must come here. What could be more affecting than this song we have just heard, about "the merry, merry sunshine beaming in the west;" yet what could be more merry than the laugh, which followed it! I suppose no one feels this contrast so much as I. For I happen to come from the midst of the tumultuous life of vigorous young manhood, and I find myself in the midst of these peculiar limitations of the senses of life, which seem at first so distressing. Yet each has its vocations, each its beautiful resources, each its dangers and its risks. On the one hand lie the risks of young manhood, with all its passions and its sense of life; and, as I see in my daily work this great troop as they pour past me to their duties, it seems as if the universe, with all its opportunities and with all its multiform temptations, were at their feet. And then I turn to these limited and shut-in little lives, apparently without resources or opportunities; and yet in reality with many beautiful resources and opportunities of their own. On the one hand is a myriad of opportunities; on the other hand is a possibility of concentrated opportunities. And, strangely enough, as we meet here and hear this merry laughter and see these smiles, it is hard to say where the most happiness and contentment, for the moment, seems to lie. This is the marvel of the life, from which so much has been taken away, — that so much seems to be left.

When little things are taken away from us, it is apt to make us peevish and selfish and unready for the world; but when that is taken away, which seems irremediable, tremendous, then, strangely enough, as the whole history of the life of the blind is showing us, there seems to enter a new tranquillity and peace and hope, not to say a new vivacity and joy.

The history of the education of the blind is very strange, because it is so short. It seems amazing that only fifty-five years ago all these methods and appliances and all this philanthropy and devotion, which are so conspicuous among us now, were almost unknown. I happened the other day to fall in with a little biography, which some of you may have seen, — the life of Elizabeth Gilbert, stricken blind in infancy, and giving her life to the consecrated task of helping those who were blind with her. It was dreadful to learn that when blindness first came upon her there was among even her sympathetic and Christian friends hardly any other view of it than that it was a visitation of God, not to be mitigated, not to be relieved, but to be patiently borne; so that, even among religious friends, the prayer that seemed most often uttered for her was not that she might be made useful or happy, but that her Heavenly Father would take her away from the world, in which she had been placed. Fortunately for her and for the education of the blind, her parents were of other minds, and they reared her in precisely the same method and under precisely the same discipline, which they gave to their other children; and very early in her life, as in so many lives akin to hers, a sense of power, of the absence of limitation, began to take possession of her. She talked of seeing in that pathetic fashion which the blind so often use. She told her mother she "went to see the Duchess of Kent come into London; and, mamma," she said, "she had on a brown dress." So beautiful, so touching can be a life that seems to be thus limited and hemmed in! It seems as though resources were

sometimes coming to them from regions of which we hardly dream.

Through the great kindness of Mr. Anagnos, I have for two years past been able to take my class of young men in Harvard College to the Perkins Institution, to let them observe the methods pursued there in the education of the blind; and I will confess to you that while those healthy, robust, broad-shouldered young men are studying the blind about them, I, for my part, am most touched and impressed by studying the impression, which the blind make upon those young men; to see the look of seriousness, the change of view, the sense of the mystery of life come over those young faces, as they see the happiness, the content, the resources of those who seem to have had taken away from them everything that can be desired. This is a lesson in Christian ethics, which I wish others could share with me. It seems as though these lives, as Wordsworth says, were "moving about in worlds not realized;" seeing things we do not see; looking upon things, as the apostle says, "that eye hath not seen." And sometimes it almost makes one wonder whether blindness, as we call it, is not rather a relative than an absolute term. Perhaps we who seem to see are yet blind to a myriad of things, to thoughts and tones of life that pour in upon us from every side. We know that there are tones and notes so high and so low that we cannot hear them; that there are colors so keen and so intense that we cannot see them; that there are forces bearing in upon us all the time, of which we hardly dream. Just now, by some strange revelation of the time, one of those forces, which we call electricity, has been let in upon our lives; we see it lighting us and heating us and moving us; and it may be that a multitude of other just such forces, material, spiritual, inward and outward, might be operating upon us if we were not, in our way, blind. Does it not seem, as one goes among persons who seem to be deprived of the resources which we have,

that perhaps we, too, in our way, have our limitations upon our happiness and attainment, just such as might seem to be put upon the resources of the blind, and that we are all unaware of the beauty and mystery of the real life in which we live?

The history of the training of the blind passes from this first impression of the sacrilege of tampering with this visitation of God to other phases of public opinion. Succeeding the sense of sacrilege came the sense of waste. This is the purely economic view of human life. Let us save those who are able to save themselves. Let us give play to the struggle for existence. Let us accept the survival of the fittest. Under this last law we see institutions established, which seek to serve those people who can serve the state in their turn, whose lives shall seem to be worth preserving; but we see no trace of any such institution as we see today. And even today political economy like this still prevails among us, and there is still this sense of wastefulness in helping those who cannot help themselves. "Let the idiot," as once a high official said, "sit in the sun." Let the blind grope their way. What little education they can get, let them get it for themselves. To such a view of life, how monstrous, how futile, how wasteful such an institution as this appears! When a man like Dr. Howe gives his fulness of manhood to the redeeming of one soul out of the bondage of an infirmity of the senses into light and peace, what a waste of vigorous manhood, from such an economic stand-point, it must seem to be! When a person like Jesus of Nazareth yields up his life in early manhood upon the cross, what a waste of manly, not to say divine, power it is! He might have lived. He might have done a greater work. Why did he throw himself away?

There is no answer to such questions until we pass out of all this evil economic region into the life and power of the Christian thought of human life. Christianity through all its history has meant not alone reverence for that, which is awful and

great and majestic and high, but it has meant just as much sympathy and fellow-feeling for that, which is weak and lowly and helpless. It looks up and it looks down. It looks in upon the single life and it looks broadly over the family of man; and it will not leave one member of that family remote or alone. It gathers them all in, out of their weakness and their oppression, out of their fragmentary life, into what the Bible truly calls "one family," the "one body in Christ;" and it believes that when any member suffers, then all the members are the weaker for it; and if any member, even the weakest, is made stronger, then it is the joy and the strength of the whole.

And so it comes to this,—that institutions like this, with the beauty and pathos, which we find in them, are in reality the practical fruits of the Christian idea of human life. We think of them often as quite apart from the real ministrations of the Christian life; we think we find our Christianity in our churches and our morality here; but it is not so. Just as surely as the whole of outward nature today is yearning and striving, through its roots and its leaves, for the blossom and the flower, which are to follow, just so surely the whole effort and yearning and straining of Christianity finds its fruition and its blossom in a home like this. I can imagine Jesus of Nazareth coming back into this modern world with the same great thoughts which once possessed him, the sense of God and the sanctity of the life of man; and I can imagine him watching the myriad ways, in which honor and praise are now offered to his name; and I think I can see him passing by many a pretentious form of worship, as though he would have again to say, "many will say unto me, 'Lord, Lord,' and I must answer again, 'I never knew you.'" And then I can fancy him pausing before such a plain, unadorned and unpretentious temple of Christian life as this, with those serving in it and for it, who never dream that they are priests ordained of him, and I can hear him say again, "behold, I was an hungered and ye fed me; I was a

stranger and ye took me in;" and then the humble priests of this temple will say, "Lord, when saw we thee a stranger and took thee in?" and the Master will answer, "inasmuch as ye have done it unto the least of these, ye have done it unto me."

President Eliot. Mrs. Kate Gannett Wells will now address us.

ADDRESS OF MRS. KATE GANNETT WELLS.

Of course we have a great many reasons for being thankful that we can all be here today, but I want to single out three reasons, which appear to me as special causes for rejoicing in this kindergarten. The first is, because it gives amusement to the children, and amusement in a child's life is worth all it costs. But it is not merely amusement, it is *organized* amusement; and in this sense kindergartens are institutions, which have been developed within the last few years. And yet I do not like to say that, because the true kindergarten spirit is the true mother spirit. I am sure that Eve herself must have been the first representative kindergartener, and that she allowed her little boys, Cain and Abel, to have trilobites for playthings. Perhaps she allowed them to pull the hairs from the mane of some antediluvian animal, which they braided into dishes, weaving in handles made out of the whalebone taken from some monstrous whale that came near the garden. I have no doubt that that was the way they made the dishes, which held the fruit of Eden. So I do not like to say that the kindergarten only belongs to the nineteenth century; and yet at the same time I gain courage to say it, when I think of a year of my own life passed in sightlessness, when my only amusement was found in playing with the dissected maps, which my friends sent me from time to time. I was told that the Atlantic coast of the United States was very much indented, and that I could realize it by playing with those maps and tracing the outlines, especially of Massachusetts Bay. I supposed, until I was eleven years old, that that bay consisted

of right-angled indentations, because my dissected maps had nothing but right angles, which could be put together and united. I imagine that would not happen today. You know how much geography can be learned by these children now.

Secondly, I rejoice in the erection of this building, because it will teach careful thinking; for the kindergarten method of instruction has as its basis careful thinking. One at times is almost inclined to think that it matters but little what one thinks, provided one thinks clearly and strongly. Nothing is more conducive to clear habits of thought in adult life than right habits of thought in the kindergarten period. This habit of clear thinking is something that is not born with eyes, or even with ears; it is a process of the spirit. And this recalls a little story of a white child who asked a black boy how he dared to pray to God and to look up into God's eyes. The little black boy replied, "I do not pray into God's eyes, I only pray into God's ears." As that child found a justification for his prayer, so will these little midgets who are gathered here today find a justification, not only for their prayers, but for all their methods and ways of thinking in this kindergarten, because what they are learning is the processes of the spirit; and the processes of the spirit (for logic is a thing of the spirit as well as a thing of the understanding) are under the guardianship of the Lord, whose protection we all need.

As I stand here, I remember being in a southern church on an occasion when its people were endeavoring to raise a large subscription in order to repair the building. Among the mottoes, which were conspicuous in various parts of the church, was this sentence, "put your trust in the Lord; all others strictly cash." It amused me very much at the time, but I have not thought of it for years until this moment. So it is, perhaps, that the founders of this kindergarten building have done. They have put their trust in the Lord, that he will send the means to train and benefit these children; and then they have turned to us, and some have responded very liberally;

but we have not done half that is necessary. Certainly very much money must be needed to carry forward this good work.

Thirdly, I rejoice for the principle of motherhood, which this kindergarten brings into the lives of these children. There is nothing harder to bear than to be unmothered. Whether one is an adult or a child, to go through life without any mother seems hard. I take it that every kindergartener is a mother in spirit long before she is a mother in the training of children. She must have the motherly instinct developed before she can take the curriculum under Miss Garland or Miss Elizabeth Peabody. This kindergarten is going to supply to these children the motherly influence, which otherwise they would lack. The old proverb says, "an ounce of mother is better than a pound of college." But I want to translate it differently, and say that an ounce of kindergarten literature is better than a pound of "Seaside" or "Franklin" library. Let us do all we can to supply this school with that literature, and not confine the students to reading the same old story over and over again. The best thing about this kindergarten training, next to the logical faculty which it develops, is the power of enjoyment that it creates. It is cruel to teach a child how to read from raised letters, and then not to supply him with all the reading, which he desires, and which is necessary to make this institution a complete success. So let us resolve that we will have an abundance of kindergarten reading here, to increase the mother influence, which women are going to throw around these little children.

President Eliot. I will now ask you to listen to the Hon. George S. Hale.

ADDRESS OF THE HON. GEORGE S. HALE.

It is a delightful and most gratifying recollection to those of us, who are proud of and interested in Massachusetts and her good deeds, that Massachusetts was the first community

in this hemisphere to provide for the education of the blind. Massachusetts was the first — to use those resounding lines of old Dr. Samuel Johnson, which it is pleasant to repeat — the first to make philanthropy

> "On darkling man in pure effulgence shine,
> And cheer the clouded mind with light divine."

Massachusetts was the leader in that work; twenty-eight sister states have followed her example. And from Boston came the first of those eight or ten thousand pupils that have been turned from darkness to light. So it is a pleasant recollection now, that Massachusetts is the first to enlarge, extend and improve that work by such an institution as this. I do not say to supplement it, but to enlarge, extend and improve it; for I cannot but think that there are reasons to believe that this is even a more important work than the beginning. Certainly we all feel that education is more important for the young than for the old; that it is more important for those who are beginning, than for those who have advanced in their lives. I know it is the first impression of us all, that those who have lost their vision after they have had some enjoyment of it can be better and more effectively instructed to live without it; that the remembrance of what they have seen comes back to them and aids them; and that the knowledge acquired by that sense, for which a person like Laura Bridgman or Edith Thomas has to grope "with faltering steps and slow," for years, must help them more readily and more successfully to an independent life. Certainly it would be audacious to deny that, but yet it is not wholly true. It is also true that the recollection leaves a cruel sense of loss, and the constant reaching out for the crutch which is no longer there. I was very much struck in reading the life of Henry Fawcett, whom you will all remember: that wonderful blind man, who rode and fished, and flew

over the treacherous ice with unhesitating speed; who "caught the Speaker's eye" in the House of Parliament; who was a professor of political economy, and died postmaster general of the British Empire. I was exceedingly struck with the remark of his biographer, when speaking of his misfortune and of the difficulties, which pursued him from his blindness, — that "he lost his sight too late." I think a moment's reflection will bring to your minds what was meant. The senses, which had been left, as it were, sleeping, with the greater resources of the eye, could not be trained to that delicate, rapid and successful independent action when the calamity came to him later in life. These little children have not "lost their sight too late." There is still left for them the opportunity of training one or another sense the more effectively to supplant the lost one. And I could not help but think of this when Mr. Anagnos spoke to me of that wonderful child in Alabama, who seems in the remarkable development of her faculties to have experienced no such loss, and told me of her being able to carry on a double intellectual process, — not an easy thing for you or me to do. I could not help wondering whether there might not be in that case, as Leslie Stephen said of Fawcett, a something in her not losing her faculty of sight too late, which made those faculties which remained more useful and effective. Fawcett had a maxim, which he constantly urged upon his fellow-sufferers and upon his sympathizers. He used to say to the one, "do not make any difference because you are blind; live and act and work as if you could see." And, to those who expressed their sympathy, he said, "do not patronize us, do not pity us; help us to be independent, and to live as if we were not blind." And now it has seemed to me, in thinking of these little children and of this school, that the education, which comes thus early in life, is far better adapted to promote that independence, and to enable them to act, as Fawcett urged upon the blind to act, as if they were not

blind. They are not conscious, as the man who has lost his sight after having enjoyed it is, — conscious of the earlier impressions of his life, of the constant difficulties, from which he suffers, of the constant advantages, which everybody else must have in comparison with him. They do not know these difficulties; they are not awake to their inferiority; they can live, therefore, if they are well instructed, as they are and will be here, more independently. They can live unconscious of their limitations, and thus have what Fawcett felt was the greatest advantage for men in his position.

Fawcett's friends, as a memorial of him, established a scholarship for the blind at Cambridge. Perhaps it is a dream; but I should like to see a kindergarten scholarship established at Cambridge for Mr. Anagnos's pupils. Not today, — the money is wanted today for other things, — but why should it not be? One of my recollections of college life is that of a classmate, a pupil of Dr. Howe, whom I see named in some of your publications, sir, — Joseph B. Smith. I remember him as if it were but yesterday. I see him, as plainly as I see you, in the recitation-room when Professor Beck read to him a Latin sentence, to which he responded with its English translation. I do not see why we cannot have a kindergarten scholarship for the blind pupils of this institution. And how shall we do it? I suppose some of you may have been looking upon these little children, and I suppose possibly you may have wished you could put your hands upon their eyes and look up to heaven and sigh, and say, "Ephphatha!" that is to say, "be opened!" You may possibly have said to yourselves, "what would I not give if I could do this!" and yet you can do it. The flash of the diamond which these poor children cannot see, the pretty ornaments upon your person which they cannot enjoy, — the price of any one of them enables you to say, "Ephphatha! Be opened!"

This would end the exercises of this afternoon, if our friends who have spoken to us had appreciated their opportunities as fully as one connected with the kindergarten, as a member of the corporation of the Perkins Institution and Massachusetts School for the Blind, is obliged to do. I mean that from our side, from the inside view of this work, we have a certain sense of responsibility, which forces us to continually press upon those who gather in any numbers to hear the cause of the kindergarten and these children pleaded, the absolute, imperative necessity to work that the kindergarten may be sustained. All the generous sympathies that can be given us from the outside are as welcome as the dew to the dry ground; but we want more than sympathy, we want more than golden words, however golden they may be; for, unless this great community, which is never asked in vain to help what is really good in it,— unless this great community, of which there is but a handful gathered here this afternoon, appreciates the necessity, the absolute, imperative necessity of coming to the support of this institution, it will be but a little while before the institution must be closed, and the good work which has been begun here must be stopped, at least for a time. Such a possibility as this, of course, we cannot imagine. We cannot believe for a moment, that Boston or Massachusetts or the United States of America or humanity will allow this enterprise to languish for the want of money. But it is necessary for us to speak of this want, and to lay such emphasis upon it as may be decorous and fitting in the presence of our friends. This reception this afternoon is altogether the work of the ladies of the visiting committee. The trustees of the school have had nothing to do with it, so far as I know, although some of them are here. They are glad to respond to such a generous and fruitful effort on the part of the ladies who visit the kindergarten from time to time; but every trustee and every member of the corporation and every

member of the school, whether at South Boston or here, who is at all aware of the opportunity, which the ladies are offering us, — not one of them but must be grateful for it, not one of them but must be anxious to improve it to the utmost, by explaining, to those who do not yet know it, how pressing the pecuniary needs of the kindergarten are. We have about one-fourth part of the endowment, which is required to sustain this enterprise on its present simple and economical basis. Less than one hundred thousand dollars will not yield us the income which we need for the most careful administration of this trust. Twenty-five thousand dollars is all that has been subscribed. I hope that every one of these generous women will go away so persuaded of the value of this work, so persuaded of the inestimable good, not merely to the children gathered in this institution, but to the neighborhood, from the midst of which the children are gathered, so full of inspiration to the whole community, that she will rejoice if any opportunity occurs within her reach to bring in new friends to help us and new contributions to support us. I cannot imagine a more beneficent cause, I cannot imagine anything that can be more truly called the teaching of the Christian faith, than that which goes out from these walls day by day and hour by hour to every one who knows what is going on within them. Here we come face to face with a need so evident as to banish all doubt regarding the necessity and the bounden duty of supplying it. Here there are no doubts, economic or other, that can possibly be raised; here there are no disputes that can by any means enter in; here we are of one mind and of one heart; and, in the presence of these sightless children, we are all anxious for the opportunity to do them good and to befriend the cause which they represent. So, my friends, let these simple exercises go forth with us as we return to our occupations, to all the troubles which bewilder us, to all the fears which assail us, to all the differences and variances which separate man from man, woman from woman and child from child, and

let them bring back that sweet and simple unity, which charity alone can bring, and which is the truest reflection on earth of the unity of heaven. But remember, I beseech you, — those who have the power to help us, — remember that we need your help, and that it is for these children that we ask it, for the God who has made these children that we ask it; and we are sure we shall not ask in vain.

Another song was then sung by the children, after which Mr. Lemuel Titus of the Perkins Institution favored the company with a song, very finely and effectively sung, which closed the exercises.

ACKNOWLEDGMENTS.

Among the pleasant duties incident to the close of the year is that of expressing our heartfelt thanks and grateful acknowledgments to the following artists, *littérateurs*, societies, proprietors, managers, editors and publishers, for concerts and various musical entertainments, for operas, oratorios, lectures, readings, and for an excellent supply of periodicals and weekly papers, minerals and specimens of various kinds.

As I have said in previous reports, these favors are not only a source of pleasure and happiness to our pupils, but also a valuable means of æsthetic culture, of social intercourse, and of mental stimulus and improvement. So far as we know, there is no community in the world, which does half so much for the gratification and improvement of its unfortunate members as that of Boston does for our pupils.

I. — Acknowledgments for Concerts and Operas in the City.

To Mr. Eugene Tompkins, proprietor, and Mr. Henry A. McGlenen, manager, of the Boston Theatre, we are under great and continued obligations for a pass admitting parties above fifty in number to fifteen operas.

To Mr. Henry Lee Higginson, for fifty tickets to each of two performances of Mozart's Requiem, fifty tickets to the first Wagner concert and forty to the second, and thirty-two tickets to the Young People's Orchestral Concert.

To the Händel and Haydn Society, for admission to Berlioz's Te Deum and J. K. Paine's Nativity.

To the Apollo Club, through its secretary, Mr. Arthur Reed, for six tickets to each of six concerts.

To the Boylston Club, through its secretary, Mr. F. H. Ratcliffe, for eight tickets to each of five concerts.

To the Cecilia, through its secretary, Mr. Edward Pelham Dodd, for an average of twelve tickets to each of four concerts.

To Mrs. Thomas O. Richardson, for four tickets to one Cecilia concert.

To the Euterpe Society, through its president, Mr. Arthur Foote, for six tickets to each of four concerts. By mail, from an unknown friend in Paris, France, two tickets to three Euterpe concerts.

To Mr. Carl Faelten, for fifteen tickets to each of four pianoforte recitals.

To Mr. E. B. Perry, for twenty-six tickets to two pianoforte lecture recitals.

To Messrs. M. Steinert and Sons, for eighteen tickets to Prof. Karl Klindworth's pianoforte recital, and for eighteen tickets to Madame Dory Burmeister Petersen's pianoforte recital.

To Manager Dittman, for ninety-six tickets to one Tua concert.

To Mr. Charles A. Ellis, for twenty-six tickets to one Hastreiter Powell concert.

To Mr. William H. Sherwood, for nineteen tickets to each of three concerts.

To Mr. Ernst Perabo, for six tickets to a soirée.

To Monsieur and Madame Albert Pegout, for four tickets to one pianoforte recital.

To Dr. F. J. Campbell, for seventy-five tickets to Mr. Alfred Hollins's pianoforte recital.

To Mr. Thomas P. Currier, for six tickets to a concert by Miss Annie Fisher and Mr. Charles F. Webber.

To Mr. Charles F. Webber, for thirty tickets to one concert.

To Mr. Julius Eichberg, for twenty-five tickets to one violin recital.

To Miss Hattie S. Goodell, for six tickets to each of two New England Conservatory concerts.

To Mr. William F. Apthorp, for nine tickets to each of four lectures on music.

To Rev. J. J. Lewis, pastor of the Broadway Universalist Church, for a general invitation to all concerts and other entertainments given before that society.

II. — Acknowledgments for Concerts, Lectures, and Readings given in our Hall.

For a series of recitals, concerts and readings given from time to time in the music hall of the institution, we are greatly indebted to the following artists : —

To Mrs. William H. Sherwood, for one pianoforte recital.

To Mr. George J. Parker, assisted by Mr. C. N. Allen, violinist, Mrs. E. Humphrey Allen, vocalist, and Mr. L. H. Parkhurst, accompanist, for one concert.

To Mr. George J. Parker, assisted by Mr. Arthur Hitchcock, vocalist, and Mr. Phippen, pianist, for one concert. To the same, assisted by Dr. and Mrs. Fenderson, and Miss J. Florence Meins, reader, for one concert.

To Mrs. Freeman Cobb, accompanist, assisted by Miss Alice May Bates, vocalist, Mrs. Willis, reader, Dr. Rice, violinist, Miss O'Brien, pianist, for one concert.

To Mrs. Cora Morse, pianist, assisted by Miss Barrows, vocalist, for one concert.

To Miss Edith Abell, assisted by her pupils, for one concert.

To the Gypsey Hungarian Band, for one concert.

To Mr. Charles A. Clark, pianist, assisted by Miss Marion Osgood, violinist, for one concert.

To Mr. Herbert A. Thayer, assisted by Mr. Clarence Hayes, vocalist, and Mr. George A. Burdett, organist, for one concert.

III. — Acknowledgments for Books, Specimens, etc.

For various books, specimens, etc., we are indebted to the following friends: —

To Miss Amy Lowell, Mr. Jesse T. Morey, Mr. William B. Perry, and the Society for Providing Evangelical Religious Literature for the Blind.

IV. — Acknowledgments for Periodicals and Newspapers.

The editors and publishers of the following reviews, magazines and semi-monthly and weekly papers, continue to be very kind and liberal in sending us their publications gratuitously, which are always cordially welcomed and perused with interest: —

The N. E. Journal of Education,	*Boston, Mass.*
The Atlantic,	" "
Boston Home Journal,	" "
Youth's Companion,	" "
Our Dumb Animals, 2 copies,	" "
The Christian,	" "
The Christian Register,	" "
The Musical Record,	" "
The Musical Herald,	" "
The Folio,	" "
Littell's Living Age,	" "
Unitarian Review,	" "
The Watchman,	" "
Zion's Herald,	" "
The Missionary Herald,	" "
The Well-Spring,	" "
The Salem Register,	*Salem, Mass.*
The Century,	*New York, N. Y.*
St. Nicholas,	" "
The Journal of Speculative Philosophy,	" "

Church's Musical Journal, . . . *Cincinnati, O.*
Goodson Gazette, . *Va. Inst. for Deaf-Mutes and Blind.*
Tablet, . . . *West Va. Inst.* " " "
Good Health, ... *Battle Creek, Mich.*
L'Amico dei Ciechi, ... *Florence, Italy.*
Valentin Haüy, a French monthly, . . *Paris, France.*

I desire again to render the most hearty thanks, in behalf of all our pupils, to the kind friends who have thus nobly remembered them. The seeds which their friendly and generous attentions have sown have fallen on no barren ground, but will continue to bear fruit in after years; and the memory of many of these delightful and instructive occasions and valuable gifts will be retained through life.

M. ANAGNOS.

EDWARD JACKSON, TREASURER, *in account with the* PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND, *for the Year ending Sept. 30, 1888.*

RECEIPTS.			EXPENDITURES.			
Balance on hand Oct. 1, 1887,		$3,028 47	General fund, drafts to M. Anagnos,		$60,074 69	
Income from invested funds,	$23,033 94		Printing " " " "		4,600 00	
State of Massachusetts,	30,000 00		Kindergarten " " " "		10,731 88	
" of New Hampshire,	2,175 00		Collecting check,		25	
" of Rhode Island,	5,525 00		Legal services, Balch & Rackeman,		81 40	
" of Maine,	4,000 00		Insurance, 10 Hayward place,		170 03	
" of Connecticut,	5,075 00		Interest on mortgage, 10 Hayward place,	$405 00		
" of Vermont,	3,200 00		Less received of W. J. Rotch,	157 50		
Legacy from Miss Ann Schofield,	2,000 00				247 50	
Gift by Joseph Schofield,	2,250 00		Rent of safe,		30 00	
General fund, donations,	80 00		Clerk hire,		250 00	
" " received from M. Anagnos,	5,607 21		Bought estate 10 Hayward place,		50,000 00	
General fund, received from M. Anagnos, unexpended balance of auditor's drafts,	864 82		Balance on hand,		37,306 52	
Kindergarten fund—						
State of New Hampshire,	1,000 00					
" of Rhode Island,	300 00					
" of Maine,	600 00					
Donations,	33,870 08					
Rents,	738 34					
Unexpended balance of auditor's drafts,	213 76					
Printing fund, donations,	2,600 00					
" " sale of books,	1,060 24					
" " unexpended balance of auditor's drafts,	276 66					
Invested Funds.						
Collected, mortgage, Newbury street,	15,000 00					
" South Boston Railroad note,	7,500 00					
Sold, 5 Chicago, Milwaukie & St. Paul Railroad bonds,	5,617 50					
" 7 Kansas City, Clinton & Springfield bonds,	6,901 25					
Boston & Providence R. R. dividend,	975 00					
		160,463 80				
		$163,492 27				$163,492 27

EDWARD JACKSON, *Treasurer.*

Examined Oct. 10, 1888, and found correct.

A. T. FROTHINGHAM, GEO. L. LOVETT, } *Auditors.*

GENERAL STATEMENT OF RECEIPTS AND DISBURSEMENTS OF THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND, FOR THE YEAR ENDING SEPT. 30, 1888.

I. — INCOME.

State of Massachusetts annual appropriation,		$30,000 00
Board and tuition:		
State of Maine,	$4,000	
" " Kindergarten,	600	
	4,600 00	
" of New Hampshire,	$2,175	
" " " Kindergarten,	1,000	
	3,175 00	
" of Vermont,	3,200 00	
" of Rhode Island,	$5,525	
" " " Kindergarten,	300	
	5,825 00	
" of Connecticut,	5,075 00	
Towns and individuals,	710 64	
		$52,585 64
From tuning,		1,990 00
" admissions to exhibitions,		62 55
" boys' shop,		45 16
" sundry small items,		262 46
" interest on mortgage notes,		8,881 12
" " on South Boston Railroad note,		112 25
" " on balances New England Trust Co.,		414 88
" " on Eastern Railroad bonds,	$60 00	
" " on Ottawa & Burlington Railroad bonds,	300 00	
" " on Boston & Lowell Railroad bonds,	50 00	
" " on Chicago, Milwaukee & St. Paul bonds,	176 83	
" " on Kansas City, St. Jo. & Council Bluffs bds,	350 00	
" " on Providence Railroad bonds,	405 00	
" " on Chicago, Burlington & Quincy bonds,	1,080 00	
" " on Chicago, Burlington & Northern bonds,	700 00	
" " on Chicago, Burlington & Northern rights,	1 50	
" " on Kansas City, Clinton & Springfield bds,	75 00	
" " on St. Paul & Manitoba bonds,	400 00	
" " on Kansas & Southwestern bonds,	500 00	
		4,098 33

EXPENSES.

Paid by the Treasurer:		
Collecting check,	$0 25	
Balch & Rackeman, legal services,	81 40	
Insurance, 10 Hayward place,	170 03	
Interest on mortgage, 10 Hayward place,	247 50	
Rent of safe,	30 00	
Clerk hire,	250 00	
		$779 18
General Account.		
Paid by M. Anagnos, director:		
Maintenance,	$45,813 03	
Extraordinary repairs,	1,522 06	
Rent of office,	250 00	
Work department, men's shop,	1,689 21	
Tuning expenses,	873 39	
New houses (investment),	3,884 58	
Taxes, repairs and insurance on houses let,	3,356 36	
Interest on mortgages on houses let,	445 90	
Legal services,	10 00	
Harris beneficiaries,	895 00	
Bills to be refunded,	470 34	
Unexpended balance of draft,	864 82	
		60,074 69
Kindergarten Account.		
Maintenance,	$7,645 64	
Grading,	1,937 50	
Insurance and repairs on houses let,	934 98	
Unexpended balance of draft,	213 76	
		10,731 88
Printing Account.		
Expenses of printing office,	$4,323 34	
Unexpended balance of draft,	276 66	
		4,600 00

From dividends, Fitchburg Railroad,	$280 00				
" " Chicago, Burlington & Quincy R.R.,	600 00				
" " Eastern Railroad,	186 00				
		1,066 00			
" rents, 11 Oxford street,	$367 39				
" " South Boston,	4,769 67				
" " 10 Hayward place,	3,333 30				
		8,461 36			
" work department, men's shop,		2,536 40			
" sale of books in embossed print,		1,060 24			
" rents, Jamaica Plain,		738 34			
		$82,314 73			
II.—Receipts, Exclusive of Income.					
Legacy, Miss Ann Schofield, general account,	$2,000 00				
Gift, Mr. Joseph Schofield, general account,	2,250 00				
Donations,	80 00				
" Printing account, Mrs. A. A. Lawrence,	2,000 00				
" Miss Rhoades,	100 00				
Legacy, John Pickett,	500 00				
Donations, Kindergarten,	33,870 08				
		40,800 08			
III.—Collections and Sale of Stocks.					
Collected mortgage, Newbury street,	$15,000 00				
" South Boston Railroad note,	7,500 00				
Sold 5 Chicago, Milwaukee & St. Paul Railroad bonds,	5,617 50				
" 7 Kansas City, Chicago & Springfield Railroad bds,	6,901 25				
Boston & Providence Railroad extra dividend,	975 00				
		35,993 75			
Cash balance Oct. 1, 1887,	$3,028 47				
Unexpended balances Oct. 1, 1888,	1,355 24				
		4,383 71			
		$163,492 27			$163,492 27

Investments.	
Estate, 10 Hayward place,	50,000 00
Cash balance Oct. 1, 1888,	37,306 52

ANALYSIS OF MAINTENANCE ACCOUNT.

Meat, 27,837 pounds,	$2,622 68
Fish, 4,289 pounds,	190 89
Butter, 5,948 pounds,	1,651 55
Rice, sago, etc.,	33 22
Bread, flour and meal,	1,534 33
Potatoes and other vegetables,	910 02
Fruit,	477 28
Milk, 30,358 quarts,	1,628 05
Sugar, 6,915 pounds,	496 66
Tea and coffee, 715 pounds,	215 60
Groceries,	1,201 93
Gas and oil,	498 97
Coal and wood,	3,220 00
Sundry articles of consumption,	226 42
Wages and domestic service,	4,743 08
Salaries, superintendence and instruction,	18,020 04
Outside aid,	242 56
Medicine and medical aid,	42 88
Furniture and bedding,	1,719 52
Clothing and mending,	35 84
Stable,	329 35
Musical instruments,	356 96
Boys' shop,	42 80
Books and stationery,	806 36
Construction and repairs,	3,882 63
Taxes and insurance,	567 00
Travelling expenses,	115 78
Sundries,	100 63
	$45,913 03

Printing Fund Statement, Oct. 1, 1888.

Receipts.			*Expenses.*		
Income of invested funds,	$5,427 00		Labor,	$1,842 55	
Sale of books in embossed print,	1,060 24		Stock,	485 85	
Donations,	2,100 00		Electrotyping,	659 27	
Legacy,	500 00		Binding,	795 90	
		$9,087 24	Type,	18 74	
			Machinery, repairs, etc.,	131 72	
			Books,	389 31	
					$4,323 34
			Balance,		4,763 90
		$9,087 24			$9,087 24

Kindergarten Fund Statement, Oct. 1, 1888.

Receipts.			*Expenses.*		
Board and tuition, State of Maine,	$600 00		Maintenance,	$7,645 64	
Board and tuition, State of New Hampshire,	1,000 00		Grading,	1,937 50	
Board and tuition, State of Rhode Island,	300 00		Insurance and repairs on houses let,	934 98	
		$1,900 00			$10,518 12
Donations,		33,870 08	Balance,		33,148 10
Rents,		738 34			
Interest,		793 00			
Cash on hand Oct. 1, 1887,		6,364 80			
		$43,666 22			$43,666 22

WORK DEPARTMENT, Oct. 1, 1888.

Statement.

Amount due Perkins Institution from first date,		$46,778 73
Amount of receipts over expenditures,		847 19
		$45,931 54
Cash received during the year,		$16,426 03
Salaries and wages paid to blind people,	$3,849 32	
Salaries and wages paid to seeing people,	2,676 66	
Amount paid for stock, rent and sundries,	9,052 86	
		15,578 84
		$847 19
Stock on hand Oct. 1, 1887,	$6,852 14	
Stock on hand Oct. 1, 1888,	$3,764 09	
Receivable bills,	2,370 85	
	6,134 94	
		717 20
Gain,		$129 99

The following account exhibits the state of the property as entered upon the books of the institution Sept. 30, 1888 :—

Real Estate yielding Income.		
House 11 Oxford street,	$6,000 00	
Building 10 Hayward place,	42,000 00	
Three houses on Fifth street,	9,900 00	
Two brick houses on Fourth street,	15,500 00	
House 537 Fourth street,	4,800 00	
Four houses on Fourth street, $21,200 00		
Less mortgages, 7,000 00		
	14,200 00	
Three houses on Day and Perkins streets, Jamaica Plain,	8,000 00	
		$100,400 00
Real Estate used by the Institution.		
Real estate used for school purposes, South Boston,		246,277 00
Real estate used for school purposes, Jamaica Plain,		65,419 00
Unimproved land, South Boston,		9,975 00
Mortgage Notes,		182,000 00
Railroad Stock.		
Boston & Providence Railroad, 30 shares, value,	$5,790 00	
Fitchburg Railroad, preferred, 70 shares, value,	6,622 20	
Chicago, Burlington & Quincy Railroad, 100 shares, value,	13,708 04	
Chicago, Burlington & Northern Railroad, 3 shares, value,	235 50	
Eastern Railroad, preferred, 31 shares, value,	3,938 96	
		30,294 70
Railroad Bonds.		
Eastern Railroad, 1 6% bond, value,	$1,270 00	
Boston & Lowell Railroad, 1 5% bond, value,	1,000 00	
Chicago, Burlington & Quincy Railroad, 27 4s, value,	26,190 00	
Chicago, Burlington & Northern Railroad, 14 5s, value,	14,416 88	
Ottawa & Burlington Railroad, 5 6s, value,	5,500 00	
Kansas City, St. Joseph & Council Bluffs Railroad, 5 7s, value,	6,375 00	
St. Paul, Minnesota & Manitoba Railroad, 10 4s, value,	8,800 00	
Kansas City, Gulf Division, 10 5s, value,	9,987 50	
Kansas City, Clinton & Springfield Railroad, 3 5s, value,	3,051 25	
		76,590 63
Amount carried forward,		$710,956 33

Amount brought forward, . . .	. . .	$710,956 33
Cash, ...	. . .	37,306 52
Household furniture, South Boston, .	$15,000 00	
Household furniture, Jamaica Plain, .	4,449 51	
		19,449 51
Provisions and supplies, South Boston, .	$992 78	
Provisions and supplies, Jamaica Plain, .	76 99	
		1,069 77
Coal, South Boston, ...	$2,710 00	
Coal, Jamaica Plain, ...	750 00	
		3,460 00
Work Department.		
Stock and bills, ...	. . .	6,134 94
Musical Department.		
One large organ, ...	$5,000 00	
Four small organs, ...	300 00	
Forty-seven pianos, ...	10,500 00	
Brass instruments, ...	600 00	
Violins, ...	35 00	
Musical library, ...	600 00	
		17,035 00
Printing Department.		
Stock and machinery, ...	$3,214 35	
Books, ...	10,895 55	
Stereotype plates, ...	8,798 00	
		22,907 90
School furniture and apparatus, . .	. . .	7,000 00
Library of books in common type, . .	$2,900 00	
Library of books in embossed type, .	10,500 00	
		13,400 00
Boys' shop, ...	. . .	72 51
Stable and tools, ...	. . .	447 00
		$839,239 48

The foregoing property represents the following funds and balances, and is answerable for the same: —

Institution Funds.		
General fund of the institution,	$158,041 43	
Harris fund,	80,000 00	
Richard Perkins fund,	20,000 00	
		$258,041 43
Cash in the treasury,		4,158 42
Printing Fund.		
Capital,	$102,500 00	
Surplus for building purposes,	20,743 90	
		123,243 90
Kindergarten Fund.		
Cash in the treasury,		33,148 10
Buildings, unimproved real estate, and personal property in use for the institution at South Boston,		341,952 13
Land, buildings and personal property in use in the kindergarten at Jamaica Plain,		78,695 50
		$839,239 48
Total amount of property belonging to the kindergarten,		$111,843 60
Total amount of property belonging to the institution proper,		727,395 88
		$839,239 48

FINANCIAL STATEMENT OF THE KINDERGARTEN.

BOSTON, OCT. 1, 1888.

RECEIPTS.

Donations,		$33,870 08	
Board and tuition,		1,900 00	
Rents,		738 34	
Interest,		793 00	
			$37,301 42
Cash on hand Oct. 1, 1887,			6,364 80
			$43,666 22

EXPENSES.

Maintenance,		$7,645 64	
Grading,		1,937 50	
Insurance and repairs on houses let,		934 98	
			$10,518 12
Due on contract for grading,			3,500 00
			$14,018 12
Balance of endowment fund,			$29,648 10*

* Since the above account was made up for the year, the very liberal and encouraging contribution of $38,000 towards the kindergarten endowment has been received from Miss Helen C. Bradlee, who had previously given $2,000 to the same object.

KINDERGARTEN ENDOWMENT FUND.

List of Contributors

From Sept. 30, 1887, to Oct. 1, 1888.

Amount acknowledged in the last annual report,	$2,896 96
A. B.,	50 00
A., Mrs. E.,	50 00
A., M. O.,	1 00
A friend,	500 00
A friend,	50 00
A friend,	50 00
A friend,	20 00
A friend,	20 00
A friend,	10 00
A friend,	5 00
A friend,	5 00
A friend,	2 00
A friend,	1 00
A friend from New York,	100 00
A friend of the little blind children,	500 00
A friend of the little blind children,	400 00
A friend of the little blind children, additional,	200 00
A lady,	3 00
A lady from New York,	1 00
A sympathizer,	30 00
A young lady,	1 00
An interested friend,	1,000 00
An old lady,	10 00
An old lady,	20 00
Amount carried forward,	$5,925 96

Amount brought forward, ...	$5,925 96
Albany street Kindergarten, ...	5 60
Alice, ...	5 00
Anonymous, ...	3 00
Amory, C. W., fourth contribution, . . .	100 00
Amory, Mrs. William, ...	200 00
Appleton, Mrs. William, fifth contribution, . .	1,000 00
Appleton, Mrs. William, sixth contribution, . .	1,000 00
Bacon, Mrs. E. P., ...	25 00
Baker, Mrs. William E., ...	10 00
Balfour, Miss Mary D., ...	10 00
Barstow, D. H., ...	5 00
Bartlett, Miss, ...	100 00
Bartlett, Miss F., ...	100 00
Beebe, E. Pierson, ...	250 00
Beebe, J. Arthur, ...	200 00
Beebe, Mrs. J. Arthur, ...	500 00
Blake, Mrs. Sara P. Lowell, ...	20 00
Blight, John, ...	5 00
Bradlee, Miss Helen C., second contribution, .	1,000 00
Bradlee, Miss Helen C., third contribution, . .	1,000 00
Brewer, Cyrus, Jr., ...	5 00
Brewer, Rosamond, ...	5 00
Brigham, W. I., South Framingham, . . .	10 00
Brooke, Rev. Stopford W., ...	50 00
Brooks, Mrs. Louise, fifth contribution, from sale of "Heidi,"	83 60
Burnham, William A., ...	100 00
Bumstead, Mrs. Freeman, Cambridge, . . .	50 00
Butterfield, ...	50
Carey, The Misses, Cambridge, ...	25 00
Carey, Miss A. P., second contribution, . .	20 00
Cash, ...	500 00
Amount carried forward, . . .	$12,313 66

Amount brought forward, . . .	$12,313 66
Cash, ...	5 00
Cash, ...	1 54
Center, Joseph H., fourth contribution, . .	25 00
Chadwick, Mrs. C. C., third contribution, . .	50 00
Charles, Mrs. Mary C., third contribution, . .	30 00
Cheever, Miss A. M., second contribution, . .	10 00
Children of Cottage Place Kindergarten, No. 2, third contribution, ...	50
Children's entertainments at Mrs. J. Arthur Beebe's,	471 00
Children's fair at Mr. George Irvin's, by Nannie Irvin, Jessie Barclay, Florence Vose, Helen Foster and Gertrude Child, ...	180 00
Children's fair at the residence of Mrs. J. H. Wolcott,	347 63
Children of New Ipswich, N. H., ...	2 00
Children of Mrs. C. C. Voorhees's Kindergarten, Cambridgeport, ...	7 00
Children of Mrs. C. C. Voorhees's Kindergarten, Cambridgeport, second contribution, . . .	5 00
Clarke, Mrs. James Freeman, second contribution,	20 00
Class in Shepard Memorial Church, Cambridge, Miss A. E. Hilton's, ...	5 11
Concert in Roxbury, through Miss Bessie Childs, .	55 00
Coolidge, Mrs. J. Templeman, fourth contribution,	200 00
Coolidge, Mrs. J. Templeman, fifth contribution, .	500 00
Coolidge, Mrs. J. T., Jr., ...	10 00
Coulter, Mrs. John T., Clinton, ...	5 00
Crocker, Mrs. U. H., second contribution, . .	25 00
Cummings, Mrs. C. A., ...	5 00
Cushing, E. J., ...	2 00
D., M. M., fourth contribution, ...	25 00
Deblois, Stephen G., second contribution, . .	25 00
Devens, Rev. S. A., ...	25 00
Amount carried forward, . . .	$14,350 44

Amount brought forward, . . .	$14,350 44
Dexter, Miss R. L., ...	10 00
Dinsmoor, George R., Keene, N. H., "In Memoriam,"	232 68
Durant, William, ...	50 00
E., H. M., ...	5 00
Easter collection, ...	2 00
Eliot, Dr. Samuel, third contribution, . . .	100 00
Endicott, Miss Mary E., Beverly, . . .	25 00
Endicott, William, Jr., second contribution, . .	1,000 00
Entertainment at Mrs. J. W. Howe's, . . .	134 00
Estate of M. W., second contribution, . . .	10 00
F., S., second contribution, ...	1,000 00
F., S. E., ...	20 00
F., S. E., second contribution, ...	100 00
Fair held at Call mansion by Marion Call and Gertrude Velasco, ...	20 00
Fair by Bertha Ferguson and Edith Spencer, .	11 00
Fair by the Richards children, Gardiner, Maine, .	88 43
Fair by Miss Sampson's school, Charlestown, fifth contribution, ...	70 00
Fairbanks, Miss C. L., ...	5 00
Farnam, Mrs. A. S., New Haven, Conn., second contribution, ...	50 00
Fay, Miss S. M., second contribution, . . .	10 00
Field, Mrs. E. E. F., Milton, second contribution, .	5 00
Field, Mrs. Nancy M., Monson, third contribution,	100 00
First Congregational Unitarian Church, New Bedford, fourth contribution, ...	50 00
Fiske, J. N., second contribution, ...	200 00
Forbes, Robert Bennett, Milton, ...	100 00
Foster, John, second contribution, ...	500 00
Four little children, ...	200 00
Amount carried forward, . . .	$18,448 55

Amount brought forward, . . .	$18,448 55
Friends in Haverhill, through Mrs. Joel Butler, .	16 00
From Roxbury, ...	10 00
Frothingham, Miss Ellen, ...	25 00
Frothingham, O. B., second contribution, . .	50 00
Glover, Miss Augusta, ...	25 00
Glover, Miss Caroline L., ...	25 00
Glover, Joseph B., third contribution, . . .	100 00
Goodman, J., ...	10 00
Goodnow, Mrs. Lucie M., Cambridge, . . .	25 00
Goodwin, Miss A. M., Cambridge, . . .	25 00
Guild, Mrs. S. E., third contribution, . . .	25 00
H., C. G., ...	5 00
H., E., ...	5 00
H. H., first contribution, ...	2 00
Hale, George S., ...	10 00
Hall, Mrs. Martin L., second contribution, . .	25 00
Head, Charles, ...	100 00
Hedge, Rev. F. H., D.D., ...	10 00
Higginson, George, ...	1,000 00
Higginson, Waldo, ...	10 00
Hill, Mrs. S. A., ...	2 00
Holmes, Mrs. E. J., second contribution, . .	25 00
Howard, Mrs. A. C., ...	2 00
Howard, Miss Mary and Lily, ...	21 00
Howland, Mrs. Zenas C., Charlestown, . . .	20 00
Hunnewell, F. W., third contribution, . . .	50 00
Hutchins, Mrs. Constantine F., second contribution,	5 00
Iasigi, Miss Mary V., ...	10 00
Inches, Mrs. J. C., ...	20 00
In His Name, ...	1 00
J., M. J., ...	2 00
Jackson, Mrs. J. B. S., fifth contribution, . .	30 00
Amount carried forward, . . .	$20,139 55

Amount brought forward, . . .	$20,139 55
James, Mrs. J. W., third contribution, . . .	50 00
James, Mrs. J. W., fourth contribution, . .	100 00
Jones, Miss Ellen M., second contribution, . .	25 00
Jordan, Mrs. E. D., ...	50 00
Kimball, Mrs. M. Day, second contribution, . .	50 00
Kindergarten School, East Braintree, . . .	2 00
Kindergarten School, Phenix, R. I., third contribution, ...	5 60
Kindergarten School, Riverpoint, R. I., second contribution, ...	3 48
Kindergarten, Warrenton Chapel, second contribution, ...	3 99
Kindergarten, Misses Chamberlain and Corey's, Cambridgeport, ...	5 00
Kindergarten, Miss Perkins's, Amherst, third contribution, ...	3 25
Kindergarten, Miss Small's, second contribution, .	1 25
Kindergarten, Miss Wiltze's, second contribution, .	1 12
Kramer, Henry C., ...	25 00
Langley, E. J., second contribution, . . .	15 00
Lockwood, Rhodes, ...	5 00
Lodge, Mrs. Anna C., second contribution, . .	200 00
Longfellow, Miss A. M., Cambridge, . . .	200 00
Loring, Mrs. W. Caleb, second contribution, . .	25 00
Lowe, Mr. and Mrs. A. W., Clinton, second contribution, ...	5 00
Lowe, Miss Alice M., Clinton, ...	5 00
Lowell, Miss A. C., third contribution, . . .	200 00
Lowell, Miss Amy, ...	56 60
Lowell, Mrs. G. G., third contribution, . . .	50 00
Lowell, Mrs. J., second contribution, . . .	10 00
Lyman, Miss Julia, second contribution, . .	10 00
Amount carried forward, . . .	$21,246 84

Amount brought forward, ...	$21,246 84
Lyman, Theodore, ...	100 00
Mackay, Mrs. Francis M., Cambridge, second contribution, ...	100 00
Marrett, Miss Helen M., second contribution, .	10 00
Marrett's, Miss M. E., Sunday-school class, Cambridge, second contribution, ...	10 00
Marshall children, ...	3 41
Mason, Miss E. F., second contribution, . .	500 00
Mason, Miss Ida M., fourth contribution, . .	1,000 00
Masters, G. M., ...	5 00
McKim, Miss Alice, New York, ...	10 00
Merriam, Mrs. Caroline, ...	25 00
Merriam, Charles, second contribution, . . .	25 00
Meyer, Mrs. George von L., ...	50 00
Minot, Mrs C. H., ...	10 00
Minot, J. Grafton, ...	15 00
Minot, The Misses, ...	25 00
Minot, William, ...	50 00
Montgomery, William, fifth contribution, . .	25 00
Montgomery, William, sixth contribution, . .	25 00
Morse, Miss Margaret F., ...	200 00
Motley, Edward, ...	25 00
Motley, Edward, second contribution, . . .	100 00
Newtonville, for permanent fund, ...	1,000 00
Norcross, Miss Laura, fourth contribution, . .	25 00
Norcross, Mrs. Otis, Jr., third contribution, . .	10 00
Ober, Louis P., ...	25 00
Osgood, Miss, ...	5 00
Parker, Mrs. Edward, ...	15 00
Parker, R. T., second contribution, . . .	25 00
Parkinson, John, ...	100 00
Parkinson, Mrs. John, third contribution, . .	25 00
Amount carried forward, ...	$24,790 25

Amount brought forward,	$24,790 25
Parkman, George F.,	500 00
Peabody, F. H., second contribution,	100 00
Peabody, Mrs. R. S.,	25 00
Perkins, Mrs. C. E.,	25 00
Phillips, Mrs. John C., Jr., second contribution,	100 00
Phillips, Mrs. John C., Jr., third contribution,	500 00
Pickering, Mrs. Edward, second contribution,	5 00
Pickman, Mrs. D. L.,	50 00
Pierson, Mrs. Mary E., Windsor, Conn., fourth contribution,	100 00
Pillsbury, A. E.,	10 00
Proceeds of entertainments held February 22 by pupils of Perkins Institution,	125 00
Proceeds of concert at Jamaica Plain by pupils of Perkins Institution,	139 25
Proceeds of fair, Clarksville, Iowa, through Grace F. Cameron,	11 20
Proceeds of fair at Chauncy Hall School,	81 18
Proceeds of fair by Carrie M. and Jack Hall, Margery and Elinor Swan, and Daisy Shepard, Scotch Plains, N. J.,	203 02
Proceeds of entertainment under the auspices of the Harvard Unitarian Church, Charlestown,	100 00
Proceeds of concert by Miss Mattie P. Luther and associates,	25 00
Rantoul, Miss H. L., Beverly,	25 00
Reynolds, Miss Amy H.,	50 00
Reynolds, W. H., second contribution,	25 00
Reynolds, W. H., third contribution,	50 00
Richards, Mrs. Cornelia W.,	50 00
Richards, Miss Elise,	50 00
Richardson, Mrs. T. O., second contribution,	25 00
Amount carried forward,	$27,164 90

Amount brought forward, ...	$27,164 90
Richardson, W. L., M.D., ...	50 00
Rogers, Henry M., second contribution, . .	20 00
Rogers, Mrs. William B., ...	50 00
Rotch, Mrs. Benjamin S., fifth contribution, . .	1,000 00
S., ...	20 00
Sabine, Mary K., ...	5 00
Salem Young Women's Christian Temperance Union,	3 00
Saltonstall, Mrs. W. G., ...	25 00
Schlesinger, B., second contribution, . . .	20 00
Science Class friend, ...	5 00
Sears, F. R., ...	200 00
Sears, Mrs. K. W., second contribution, . .	25 00
Sears, Mrs. P. H., second contribution, . . .	100 00
Shattuck, Mrs. George C., ...	10 00
Shepard, Mrs. T. P., Providence, ...	200 00
Sherwood's, Mrs. John, reading, ...	332 74
Shuman, Lizzie Frank, Shelbyville, Tenn., . .	1 60
Silsbee, Mrs. M. C. D., ...	25 00
Simpkins, Mrs. John, Jamaica Plain, . . .	25 00
Spaulding, Mahlon D. and John P., . . .	2,000 00
Sunday-school of First Church, Boston, third contribution, ...	111 98
Sunday-school of First Parish, Dorchester, . .	25 00
Swan, Mrs. Robert, fifth contribution, . . .	20 00
Talbot, Mrs. Isabella W., North Billerica, . .	50 00
Tappan, D. D., second contribution, . . .	1 00
Tappan, Miss Mary A., second contribution, . .	25 00
Thayer, Mrs., ...	1,000 00
The Cheerful Givers, First Congregationalist Church, Eau Claire, Wis., ...	5 00
Third Class, primary school, Groton street, . .	1 55
Thorndike, Mrs. J. H., fifth contribution, . .	100 00
Amount carried forward, ...	$32,621 77

Amount brought forward,	$32,621 77
Thorndike, Mrs. J. H., sixth contribution,	100 00
Ticknor, Miss A. E.,	25 00
Tileston, Margaret H., Brookline,	5 00
To the Memory of E. F. L.,	300 00
Townsend, Miss Sophia T.,	100 00
Triebel, Miss Matilde, New York,	2 00
Tuck, C.,	5 00
Turner, Minnie M., Randolph (deceased), additional, in memoriam,	250 00
Two friends from Bridgewater,	2 00
Unitarian Sunday-school at Beverly, third contribution,	7 27
Unitarian Sunday-school at Dedham, second contribution,	22 00
V., Mrs. A. B., Hyde Park, second contribution,	5 00
W., E.,	20 00
W., M.,	10 00
W., S. H.,	25 00
Wainwright, Miss R. P.,	100 00
Wales, George W., fourth contribution,	100 00
Wales, Miss Mary Anne, fifth contribution,	25 00
Wales, Miss Mary Anne, sixth contribution,	100 00
Ware, Mrs. C. E., third contribution,	100 00
Ware, Miss M. L., third contribution,	100 00
Warren, Mrs. J. Sullivan, second contribution,	20 00
Washburn, Rev. A. F., second contribution,	10 00
Waters, Edwin F.,	20 00
Waters, Mrs. Elizabeth F.,	50 00
Watson, Miss E. S., Weymouth,	30 00
Webster, Mrs. John G.,	25 00
Weld, Otis E., second contribution,	500 00
Weld, Mrs. W. F., second contribution,	25 00
Amount carried forward,	$34,705 04

Amount brought forward, ...	$34,705 04
Wells, Mrs. E. S., ...	20 00
Wheelwright, J. W., ...	100 00
Wright, C. J., Cambridge, second contribution, .	20 00
Whitehead, Miss Mary, Everett, second contribution, ...	100 00
Whitney, Edward, Belmont, ...	100 00
Whitney, Edward, Belmont, second contribution, .	500 00
Whitney, Miss Eunice, ...	10 00
Whitney, Miss Sarah A., ...	25 00
Whittemore, Miss E. M., ...	5 00
Whitwell, Miss S. L., ...	25 00
Wigglesworth, Miss Ann, fifth contribution, . .	100 00
Wilbur, Mrs. Sallie G., Acushnet, second contribution, ...	5 00
Winslow, Miss Helen M., ...	1 00
Wolcott, Roger, ...	50 00
Woods, Henry, ...	500 00
Young, Mrs. B. L., third contribution, . . .	50 00
Young Ladies of Lasell Seminary, . . .	25 00
Young People's Club of the Unitarian Church, First Parish, Duxbury, through Mrs. Thomas Alden, ...	50 00
	$36,391 04

ANNUAL SUBSCRIPTIONS FOR CURRENT EXPENSES.

A lady in Cambridge, ...	$5 00
Baker, Mrs. Richard, Jr., ...	50 00
Callender, Mrs. Henry, ...	5 00
Cary, Miss E. G., ...	10 00
Cary, Mrs. W. F., ...	20 00
Amount carried forward, ...	$90 00

Amount brought forward, ...	$90 00
Charitable Society of the Unitarian Church, Lancaster, ...	25 00
Four little children, ...	200 00
Harrington, M. S., Dorchester, ...	1 00
Lowell, Miss Lucy, ...	10 00
Marvin, Mrs. E. C., ...	10 00
Peters, E. D., ...	20 00
Richardson, Dr. William L., ...	50 00
Sargent, Mrs. Amelia J., ...	5 00
Thorndike, Mrs. J. H., ...	10 00
Wainwright, Miss R. P., ...	5 00
	$426 00

All contributors to the fund are respectfully requested to peruse the above list, and to report either to Edward Jackson, *Treasurer, No. 178 Devonshire street, Boston, or to the Director,* M. Anagnos, *South Boston, any omissions or inaccuracies which they may find in it.*

The kindergarten has been in operation since May 2, 1887. Twenty-seven children have been admitted, and more applicants will be received as fast as the means for their support are supplied. Five thousand dollars are needed for the current expenses of the year, which should be provided for by a permanent fund of one hundred thousand dollars. As may be seen from the above list, about one-third of this sum has been received thus far for this purpose. Further donations to this, as well as annual subscriptions, are most earnestly solicited and will be gratefully acknowledged by

EDWARD JACKSON, *Treasurer.*

No. 178 Devonshire street, Boston.

LIST OF EMBOSSED BOOKS,

PRINTED AT THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND.

TITLE OF BOOK.	No. of Volumes.	Price per Set.
Book of Psalms,	1	$3 00
New Testament,	3	7 50
Book of Common Prayer,	1	3 00
Baxter's Call,	1	2 50
Hymns for the Blind,	1	2 00
Pilgrim's Progress,	1	3 00
Natural Theology,	1	4 00
Selections from the Works of Swedenborg,	1	–
Biographical Sketches of Distinguished Persons,	1	3 00
Biographical Sketch of George Eliot,	1	25
Memoir of Dr. Samuel G. Howe,	1	3 00
Howe's Cyclopædia,	8	32 00
Combe's Constitution of Man,	1	4 00
Cutter's Anatomy, Physiology and Hygiene,	1	3 00
"Life and her Children," or a Reader of Natural History,	1	3 00
Philosophy of Natural History,	1	3 00
Geometrical Diagrams,	1	1 00
Wentworth's Grammar-school Arithmetic,	1	3 00
Huxley's Science Primers, Introductory,	1	2 00
Higginson's Young Folks' History of the United States,	1	3 50
Constitution of the United States,	1	40
Dickens's Child's History of England,	2	6 00
Freeman's History of Europe,	1	2 50
Schmitz's History of Greece,	1	3 00
Schmitz's History of Rome,	1	2 50
Washington and his Country (first volume),	1	3 00
Washington and his Country (second and third volumes in press),	–	–
Guyot's Geography,	1	3 00
Scribner's Geographical Reader,	1	2 50
American Prose,	2	6 00
Most Celebrated Diamonds, by Julia R. Anagnos,	1	50
Dickens's Christmas Carol, with extracts from Pickwick,	1	3 00
Dickens's David Copperfield,	5	15 00
Dickens's Old Curiosity Shop,	3	12 00
Emerson's Essays,	1	3 00
Extracts from British and American Literature,	2	5 00
George Eliot's Silas Marner,	1	3 50
Goldsmith's Vicar of Wakefield,	1	3 00
Hawthorne's Scarlet Letter,	2	5 00
Hawthorne's Tanglewood Tales,	2	4 00
Scott's Quentin Durward,	2	6 00

LIST OF EMBOSSED BOOKS — *Continued.*

TITLE OF BOOK.	No. of Volumes.	Price per Set.
Scott's Talisman,	2	$6 00
The Deacon's Week,	1	25
The Last Days of Pompeii, by Edward Bulwer Lytton,	3	9 00
Bryant's Poems,	1	3 00
Byron's Hebrew Melodies, and Childe Harold,	1	3 00
Poetry of Byron, selected by Matthew Arnold,	1	3 00
Holmes's Poems,	1	3 00
Longfellow's Evangeline,	1	2 00
Longfellow's Evangeline, and other poems,	1	3 00
Longfellow's Hiawatha,	1	2 50
Lowell's Poems,	1	3 00
Milton's Paradise Lost,	2	5 00
Pope's Essay on Man, and other poems,	1	2 50
Scott's Lay of the Last Minstrel, and 37 other poems,	1	3 00
Shakespeare's Hamlet and Julius Cæsar,	1	4 00
Shakespeare's King Henry Fifth,	1	2 00
Shakespeare's Romeo and Juliet,	1	2 00
Tennyson's In Memoriam, and other poems,	1	3 00
Whittier's Poems,	1	3 00
Longfellow's Birthday, by Julia R. Anagnos,	1	25
Commemoration Ode, by H. W. Stratton,	1	10
JUVENILE BOOKS.		
Script and point alphabet sheets, per hundred,	–	5 00
An Eclectic Primer,	1	40
Child's First Book,	1	40
Child's Second Book,	1	40
Child's Third Book,	1	40
Child's Fourth Book,	1	40
Child's Fifth Book,	1	40
Child's Sixth Book,	1	40
Child's Seventh Book,	1	40
Youth's Library, volume 1,	1	1 25
Youth's Library, volume 2,	1	1 25
Youth's Library, volume 3,	1	1 25
Youth's Library, volume 4,	1	1 25
Youth's Library, volume 5,	1	1 25
Youth's Library, volume 6,	1	1 25
Youth's Library, volume 7,	1	1 25
Youth's Library, volume 8,	1	1 25
Andersen's Stories and Tales,	1	3 00
Bible Stories in Bible Language, by Emilie Poulsson,	1	3 00
Children's Fairy Book, by M. Anagnos,	1	2 50
Eliot's Six Arabian Nights,	1	3 00
Heidi: translated from the German by Mrs. Brooks,	2	5 00
Kingsley's Greek Heroes,	1	2 50
Little Lord Fauntleroy (in press),	–	–
Lodge's Twelve Popular Tales,	1	2 00
Stories for Little Readers, by Emilie Poulsson,	1	40

LIST OF EMBOSSED BOOKS — *Concluded.*

TITLE OF BOOK.	No. of Volumes.	Price per Set.
The Queen of the Pirate Isle,	1	$0 40
The Story of a Short Life, by J. H. Ewing,	1	2 00
What Katy Did, by Susan Coolidge,	1	2 50
MUSIC.		
A few German Chorals of J. S. Bach,	1	50
Key to Braille's Musical Notation,	1	35
Arban's Method for the Cornet and Sax-Horn,	1	1 00
Bridal Rose Overture (in press),	–	–
Forty-five Hymn Tunes,	1	50
Opus 261, by Czerny,	1	1 00
Musical Characters used by the Seeing,	1	35
The Color-Guard March,	1	25
The Little Rose Waltz,	1	25
Twelfth Andante and Waltz, by Charles Bach,	1	10

N. B. The prices in the above list are set down per SET, not per volume.

LIST OF APPLIANCES AND TANGIBLE APPARATUS

MADE AT THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND.

GEOGRAPHY.

I. — Wall Maps.

1. The Hemispheres, ... size, 42 by 52 inches.
2. United States, Mexico and Canada, " " "
3. North America, ... " " "
4. South America, ... " " "
5. Europe, ... " " "
6. Asia, ... " " "
7. Africa, ... " " "
8. The World on Mercator's Projection, " " "

Each, $35 ; or the set, $280.

II. — Dissected Maps.

1. Eastern Hemisphere, . . . size, 30 by 36 inches.
2. Western Hemisphere, . . . " " "
3. North America, ... " " "
4. United States, ... " " "
5. South America, ... " " "
6. Europe, ... " " "
7. Asia, ... " " "
8. Africa, ... " " "

Each, $23 ; or the set, $184.

These maps are considered, in point of workmanship, accuracy and distinctness of outline, durability and beauty, far superior to all thus far made in Europe or in this country.

"The New England Journal of Education" says, "They are very strong, present a fine, bright surface, and are an ornament to any school-room."

III. — Pin-Maps.

Cushions for pin-maps and diagrams, . . .	each,	$0 75

Arithmetic.

Ciphering-boards made of brass strips, nickel-plated, ...	each,	$4 25
Ciphering-types, nickel-plated, per hundred, .		1 00

Writing.

Grooved writing-cards, ...	each,	$0 05
Braille tablets, with metallic bed, . . .	"	1 50
Braille French tablets, with cloth bed, . . .	"	1 00
Braille new tablets, with cloth bed, . . .	"	1 00

APPENDIX.

Proceedings of the Commencement Exercises

OF

THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND.

COMMENCEMENT EXERCISES

OF THE

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND.

The commencement exercises were this year unavoidably deprived of two features of marked interest: firstly, because the departure of the somewhat large class who received diplomas in June, 1887, left the school so depleted that at the close of the present year there were no graduates in either the girls' or the boys' department; and, secondly, because the prevalence of scarlet fever at the kindergarten, in the month of May, forbade the appearance of the little children, lest their presence should endanger others. Thus, deprived of the assistance which might have been expected from the oldest and the youngest pupils, the intermediate classes were obliged to supply most of the material; and that it was satisfactorily done, was abundantly testified by the comments of the audience and those of the press. These deficiencies, too, were perhaps more than counterbalanced by the unexpected contribution to the interest of the occasion made by little Helen Keller, whose story has already become so widely known, and whose marvellous mental ability and general aptitude makes one forget the sympathy for her limitations in the wonder and admiration excited by her achievements.

The exercises were, as usual, preceded by notices in most of the daily and some of the weekly journals of Boston and its environs. These were similar in character to the following, which appeared in the "Boston Herald" of May 28: —

SCHOOL FOR THE BLIND.

INTERESTING ANNIVERSARY EXERCISES TO BE HELD AT TREMONT TEMPLE.

The announcement of the anniversary exercises of the Perkins Institution for the Blind will be welcomed by all who have ever had the privilege of being present on a similar occasion. These exercises are to be held, as heretofore, in Tremont Temple, the date being fixed for Thursday, June 7, at 3 P.M. Samuel Eliot, LL.D., has consented to preside, and he, with other speakers, will make brief addresses. A prominent feature of interest will be the class from the kindergarten at Roxbury. This school, which was opened in order to commence the education of the blind at an earlier age, has just finished its first year of work, and its patrons will be gratified to see the change, which a year of happy life under wise guidance has wrought in these little children. Among the exercises of the literary department it is pleasant to note that of reading by touch; and also geography, in which the pupils of the school have shown such surprising familiarity with maps, and quickness in recognizing the outlines of every state and country. The musical department promises its quota of choice selections, and the gymnastic classes for both sexes will doubtless be among the prettiest features of the occasion. Helen Keller will be among the invited guests, and Laura Bridgman and Edith Thomas will be present among the members of the school. Admission is secured by applying for tickets to Mr. Anagnos, South Boston, or at the salesroom of the institution, No. 37 Avon street. No tickets

are required for the second balcony, to which the public is cordially invited.

The following notice, with programme, was sent to the friends and patrons of the institution: —

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND.

Boston, May 16, 1888.

To the Friends and Patrons of the Institution.

The Commencement Exercises of this school will be held at Tremont Temple, on Thursday, June 7, at 3 P.M.

Samuel Eliot, LL.D., will preside; Rev. Wm. Elliot Griffis will give a brief address, and Rev. S. W. Brooke will speak on the kindergarten for little sightless children.

You are most cordially invited to honor the occasion with your presence.

The seats on the floor and in the first balcony of the Temple will be reserved for the choice of the members of the corporation and the friends and patrons of the institution, to whom this invitation is sent, until Saturday, May 26. Tickets are ready for delivery, and those who may be desirous of obtaining them are requested to send me a postal card indicating the number wished for. It will give me very great pleasure to forward them at once.

The seats will be reserved until three o'clock, punctually, when standing persons will be permitted to occupy all vacant places.

M. ANAGNOS.

PROGRAMME.

PART I.

1. ORGAN — Fugue in E minor, ... *Bach.*
   CHRISTOPHER A. HOWLAND.

2. ADDRESS,
   REV. WM. ELLIOT GRIFFIS.

3. BAND — Overture, "Le Chevalier Breton," . . *Herman.*

4. EXERCISE IN MENTAL ARITHMETIC,
By a Class of Boys.

5. READING BY THE TOUCH,
Almira V. Bryant and Mary E. Ramsdell.

6. BACH'S FIRST PRELUDE — arranged as Trio, . *Gounod.*
For Violin, Alto Horn and Piano.
C. W. Holmes, H. E. Mozealous, and H. W. Miles.

7. EXERCISE IN GEOGRAPHY (with dissected maps),
J. S. Davis, W. A. Messer, and F. J. Muldoon.

Part II.

1. GYMNASTICS AND MILITARY DRILL.

2. CHORUS FOR FEMALE VOICES —
"To thee, O Country,". . . . . *J. Eichberg.*

3. THE KINDERGARTEN — "The Bee and its Work."
By the Little Children of the Kindergarten.
Remarks on the Kindergarten by Dr. Samuel Eliot and
Rev. S. W. Brooke.

4. SONG — "Queen of the Earth," . . . . . *Pinsuti.*
Lemuel W. Titus.

5. EXERCISE IN SCIENCE.
(*a*) The Sponge.
(*b*) A Typical Plant.
By a Class of Girls.

6. CHORUS — "May Song," . . . . . *Mendelssohn.*

Kindergarten for the Blind.

The ladies visiting committee appeal to a community never appealed to in vain for any good cause, to aid in endowing the Kindergarten for the Blind. Much has been already done in behalf of this work. A site has been procured, a building erected and furnished, and all fully paid for, leaving no debt or encumbrance whatever. But the means for carrying on the kindergarten and

providing for the company of little boys and girls now gathered in it are still wanting, and will be wanting until an endowment of one hundred thousand dollars, the interest of which will meet all ordinary current expenses, is obtained.

A visit to the kindergarten and a glimpse at the brightness and joy to be seen there among these sightless children will do more than any words of ours to bring this enterprise before the hearts of our people.

We ask earnestly and confidently for contributions to the endowment fund. The treasurer *pro tem.*, P. T. Jackson, Jr., 178 Devonshire street, will receive and acknowledge all sums, large or small, that may be sent to him.

Mrs. ELIZABETH C. AGASSIZ.	Mrs. JOHN L. GARDNER.
Miss ELIZABETH L. ANDREW.	Mrs. THOMAS MACK.
Mrs. WILLIAM APPLETON.	Mrs. ROBT. TREAT PAINE.
Mrs. JOHN ELLIOTT.	Miss EDITH ROTCH.
Miss CLARA T. ENDICOTT.	Mrs. NATHANIEL THAYER.
Miss SARAH B. FAY.	Mrs. ROGER WOLCOTT.

The applications for tickets were numerous, and continued for some time after the supply was exhausted. The weather was fine, and an eager crowd was in waiting when the doors were opened, at 2.30 P.M.; and when the exercises commenced, at 3 o'clock, the large hall was well filled. At the right of the organ were the boys, occupying all the seats on that side of the platform and some of the adjoining ones in the first balcony. On the left the girls were seated, among whom were recognized the familiar features of Laura Bridgman, and the less familiar but eagerly welcomed faces of Helen Keller and her teacher, Miss Sullivan. His Excellency Governor Ames, Dr. Eliot, Rev. E. E. Hale, Rev. W. E. Griffis, Rev. Stopford W. Brooke, with Messrs. Dwight, Glover, Heard,

Richardson and Temple of the board of trustees, and a few other gentlemen, also occupied seats upon the platform.

While the audience were assembling, Bach's fugue in E minor was played upon the organ by Christopher A. Howland, a graduate of the class of 1887, who is now pursuing a post-graduate course. At its close Dr. Eliot stepped forward and addressed the assembly as follows: —

OPENING REMARKS BY PRESIDENT ELIOT.

Friends of the blind and friends of the Perkins Institution: — This programme has already begun itself by the performance on the organ, to which you have listened. We will now proceed to carry through the other parts of the programme as well as we are able.

I bid you all a most cordial welcome. Those of you who have before attended these commencement exercises need no word from me to explain them; and those who have never heretofore been present will soon discover for themselves what they are, and will soon, we are confident, enter into that sympathy, which always characterizes these exercises, and binds us together in one common bond of deep feeling and interest. The opening address will be made by Rev. William Elliot Griffis, for whom I now bespeak your respectful attention.

ADDRESS OF REV. WILLIAM ELLIOT GRIFFIS, D.D.

Ladies and Gentlemen: — I was very much impressed this morning, while walking through the streets of Boston, after the beautiful shower of last night, and in this leafy month of June, and in this beautiful city, in thinking that I walked from my home at the south end of the city clear down to this hall without meeting a single person who was unable to see, or who could not at least find his way easily

about. Many a time, in walking through the great thoroughfares, where are the dashing vehicles, and men driving their four-horse carriages or their "one-horse shay," when I have thought how rare it is that we find a sightless person groping his way around, I have compared the situation here with what I have so often seen in those eastern countries, with their great streams of humanity in the large cities as well as in the villages, where it is almost impossible to walk a hundred feet without seeing the sightless eyeballs of some one, who is feeling his way along with his cane, and who is blowing the shrill whistle, which gives out a most peculiar note, giving the passers-by to understand that he must have the right of way. The great majority of those who are without sight owe their calamity to disease; for we very rarely see, in the countries of the east, to which I more particularly refer, a child born blind, a child born deformed, or a child that in any way seems to have lost any of its members. Exactly what becomes of those children I do not pretend to say; but nearly all the blind people that we see are adults. And yet there are no blind asylums in those countries, where blindness is most frequent, especially in the tropical lands; and the poor sightless ones are obliged to shift for themselves as best they can. I have come here today to see the good work that has been wrought by an institution for the blind in their training, uplifting and humanizing. I believe it is good for us to be here, and to contrast our situation with the situation of some other nations, not to be self-conceited and pharisaical, but to be encouraged. And it is also good because I think that every boy and girl, especially, who attends here this afternoon and sits in the audience and sees what I know will be done here, will have a good seed implanted in his or her mind and heart, which may by-and-by bring forth good fruit. And of such a bringing forth I am going to tell you an instance, even although you may charge me with self-conceit and vanity. When I was a little boy, I went, as I

remember almost as distinctly as though it happened yesterday, to the Philadelphia Institution for the Blind, which was then on Vine street in the Quaker city; and I remember spending an afternoon in witnessing what seemed to me almost miraculous, — the making of brushes, the stringing of beads, the reading by means of raised type, the playing upon musical instruments, and a great many other exhibitions of skill, by persons utterly unable to see, which impressed my childish imagination so that I never forgot them. Years afterwards, in going to another country, just opening, after centuries of mediæval twilight, into the glory and splendor of western civilization, I remember how my heart was first of all touched when I went among the thronged streets of Tokio and other large cities there, by seeing what a large proportion of the people were blind; largely through smallpox, but through a great many other causes also. I remember that after we had been successful in introducing a system of education similar to what we have in our own country, and had got it fairly well started among the people, I thought that the next thing to be done was to help those sightless ones.

To be sure, we are not to consider that because a person has no eyes, no vision, he is therefore helpless. I have more than once been surprised at seeing boys in Japan who were blind playing marbles and various other games with almost as much skill as the sighted boys themselves. And why? Partly because of the chivalrous spirit of their companions, who would give them a good chance to spin their tops and to hit their own tops on the head, and they almost always hit the mark. So that it often happened that in spinning the top, in playing with jackstraws, and in other boyish games, the sightless boys would come off victorious; and when they did, the shouts of applause went up far more heartily than when the victory was won by a sighted boy. Those blind boys of Japan are remarkably skilful in flying the great black kites of that country, to which they affix thin strips of whalebone, so that

the kite sings a tune from the time it starts on its aerial journey until it becomes a mere black speck in the sky. These blind boys, with their marvellous delicacy of touch and hearing, never seemed to have any difficulty in raising their kites, or had them catch in trees or on the top of a house, where, instead of a chimney, there is a tub full of water, with two brooms on top. They never appeared to lose their kites. They always knew just which way the wind was blowing, knew whether it was going to rain or not going to rain, and, in fact, were wise in all the prognostications that were necessary to successful kite-raising. So it seemed that it was not so very dreadful to be blind. You will find among those blind people many who are very shrewd, having, as we say, "a sharp eye for business;" and when they have accumulated a little money, they loan it to poor people who are impecunious, at a high rate of interest; and public sentiment protects these blind people from loss, so that they are actually wealthy men, — that is, comparatively speaking. So you see a man may be sightless, and yet be a man of considerable ability. It is not altogether a disadvantage to be under an infirmity as to any of the great senses. It may be an advantage, in a certain sense, to have your hearing and your other powers disproportionately enlarged. I remember, too, that some of the great men of the particular race to which we belong, Homer and Milton, for example, were blind, and yet that circumstance did not suffice to check the power of their genius, or its manifestation in song. I remember, also, that in the great Mahommedan world, among the millions and millions over whom Islam has power, very often it is a blind man who is selected because of his rich voice, and because, in climbing up to the top of the minarets above the houses and gardens, he will not see what is going on in the gardens below, and his whole thought can be concentrated in the call to prayer that goes out four times a day all over the Mahommedan world, and is the great protest against idolatry, — "There is no God but God!"

And yet, after all we can say of the advantages of being blind, there are none of us who will ask such an advantage. When I look over these young people who are before me, whom I can see, but who cannot see me, I am full of sympathy for them; but, still more, I congratulate them that they have been born in this century, when we have such power of training and educating the blind. Why? Because, if you take any man and let him dwell among his own class entirely, he will become opinionated and narrow and dogmatic. I remember that the Japanese artist, Hokusai, has a picture of several blind men who are studying an elephant. One feels of his tail and gets an idea of what it is; another one feels of his foot and gets an idea of what it is; another feels of his tusks, and, getting hold of the ivory, feels its smooth surface, and gets an idea of what that is; another takes hold of the trunk, with its curious finger-like process, so marvellously sensitive and delicate, and he gets an idea of what that is; and another one feels of his scanty hair and wrinkled hide. So each one has got an impression of the particular thing touched, and they begin to talk with each other about what kind of animal an elephant is; and they keep up their debate all night long. That may illustrate how people who dwell together and travel in one rut by themselves become narrow and opinionated. So it is when you keep the blind isolated; but associate them with other people who have sight, put them with good teachers, and they will get over that conceitedness and that crankiness into which they are so liable to drift when shut up by themselves. So I think these boys and girls and young people will grow up to have as clear ideas, as sound methods of reasoning, and be as free from narrowness and opinionativeness, as you or I; or, at least, as we profess to be.

Now, to return to this idea of the benefit one may get from attending an exhibition like this. It seems to me it is a fortunate thing that so many of the boys and girls of the city of Boston are here today, to see what has been done for our

sightless friends. As soon as I arrived out in the island of Japan, in 1870, remembering what I saw years before in the exhibition of the blind children in Philadelphia, to which I have referred, I spoke to prominent men connected with the department of education there, and told them that the blind people ought not to be left out of the system of public schools; and I was so fortunate as to interest in the cause that great scholar, who is known all over the country, Nakamura Masanawo (it is a long name, but it is a good one), and I showed him how the Japanese alphabet, with its forty-nine letters, lends itself, even more admirably than ours, to the work of making raised letters, so that paper could be printed from them, and the blind be able to read. And I am happy to say that today there are, in Japan, schools for the training and education of the blind, which have had a very hopeful beginning. Not only portions of their translated Bible, finished this very year, but of their own classical works, have been put into type, from which can be printed that which is read and enjoyed by the sightless children; while a new and efficient carrying out of the law of vaccination has already reduced the number of the blind by a very large and encouraging percentage.

So I may hope that among the boys and girls I see in this audience there will be some who, when they grow up to be men and women, will go out to the tropical countries of Africa and Asia, as well as of our own continent, to teach what they have learned today, and which I trust will be even better learned ten, fifteen, and twenty years hence, and who will spread abroad their knowledge and have it applied so that the sightless children of all the world shall be benefited; and from the institutions in our country will go out an influence that will bless the millions, who are prevented from seeing God's glorious colors, and from looking upon the human face. And so, friends, if you have no blind children in your own households or among your own relatives, to touch your hearts and keep

them warm, I bespeak for the officers and teachers of this institution your most kind attention and generous sympathy, as you look upon what was to me, at least, when first seen, almost miraculous.

The brass band, composed of pupils of the institution, played Herman's overture, "Le Chevalier Breton," in a very acceptable manner; and a class of ten little boys were then examined in mental arithmetic by the teacher, Miss Boylan, who gave them a variety of questions in multiplication of fractions, percentage, and squaring of numbers. They responded with an enthusiasm, which indicated a real enjoyment of these mental problems. Meanwhile, two girls, standing at small tables at the front of the platform, were engaged in examining some embossed extracts, which were quite new to them, but which did not seem to puzzle them in the least; for, at the close of the exercise in arithmetic, Almira V. Bryant read, fluently, by touch, "The Battle of the Birds," and Mary E. Ramsdell followed with a pretty poem about flowers, which she read with good emphasis. While this was in progress, Helen Keller was standing at a third table, with her teacher, Miss Sullivan; and she, too, was reading a story which interested and excited her, for her face was all aglow with pleasure, and her frame quivered with delight. When her turn came to read to the audience, with the fingers of her left hand running lightly and swiftly along the lines, she caught the words, and with her right hand translated the embossed print into the manual language, which Miss Sullivan gave orally to the audience; and so rapid were the movements of her little fingers, that the three proc-

esses of reception, transmission and expression of the ideas became almost simultaneous, and the effect to the listener was as if Miss Sullivan were reading slowly, but continuously, the little poem telling what the birds do. Helen's reading was accompanied by many graceful gestures illustrative of the story, and showing how heartily she entered into its spirit; as, when she read of the little birds flying, her left hand made an upward movement, beginning with a slightly spiral motion, which was lost as the hand rose to its highest. When she had finished her reading, with her teacher she tripped lightly back to her seat, her face fairly radiant with happiness.

Bach's first prelude, arranged as a trio by Gounod, was then performed by C. W. Holmes, who played the violin; Henry E. Mozealous, the alto horn; and H. W. Miles, the piano. It was well received by the audience, who watched with surprise the little fellow, who played the alto horn, wondering that he could manage so skilfully an instrument that looked almost as large as he.

The exercise in geography, with dissected maps, was listened to with that marked interest, which is always excited by the quickness with which these pupils recognize the outlines of any state or country of the world, picked up at random, and the readiness with which they will relate some facts — geographical, historical or miscellaneous — connected with the place in question. This exercise closed the first part of the programme.

Part II. opened with gymnastics and military drill. A class of sixteen boys, dressed in dark blue suits with red neckties, performed a series of dumb-bell exercises to the music of a piano, with great accuracy; and, as they were leaving the stage, a band of twelve girls, in cream-

colored dresses, appeared from the opposite side, and went through some very graceful exercises with rings. These in turn disappeared, and were followed by a squad of ten young men, in uniform, who executed the military drill with great precision.

A chorus for female voices, by J. Eichberg, — "To Thee, O Country!" came next on the programme, and was very acceptably rendered by the pupils of the girls' department.

The kindergarten, having become an important factor in the educational work of this institution, has now its regular place in the annual commencement exercises. A lesson in modelling in clay had been selected, as, in some degree, representative of the results of this system of training. Accordingly, some little tables were arranged along the front of the platform, at which the pupils could work in presence of the audience. The subject of the lesson was "The Bee and Its Work," and it was to have been performed by the little children from the kindergarten proper in Jamaica Plain; but, as sickness prevented their attendance, their places were filled by members of the kindergarten class from the South Boston school. Although Helen Keller had only been for a short time a visitor at the institution, she had acquired some idea of modelling, and she, too, was supplied with moist clay. While the children were thus engaged, the following appeal for the kindergarten was made by Dr. Eliot: —

ADDRESS OF PRESIDENT ELIOT.

I hope that every person in the hall has a copy of the programme, and has read the appeal for the Kindergarten for the Blind. One year ago we were enabled to announce to this

community that the building was completed and furnished, and without a dollar of debt upon it. It was then made known, as it had already been made known before, that, in order to insure the permanent success and usefulness of the kindergarten, an endowment fund of at least one hundred thousand dollars was required. One thousand dollars was already subscribed when the public appeal was made from this place twelve months since, and through the months that have followed we have been constantly receiving generous gifts and subscriptions from those to whom the kindergarten has become more and more interesting and more and more precious. But we are far from having reached the amount which we desire; we are far from having completed the subscription, on which the permanence of the kindergarten depends; and I once more call upon these men and women who are here, I once more call upon the community to which they belong, to come to our assistance, to complete the endowment, to give us the sixty-seven thousand dollars which we still require for its completion, and without which this beautiful work of charity and of devotion is in danger. It can never be said that Boston or Massachusetts allows such a cause as this to languish; it can never be said that where a man or a woman has but a dollar to give, or where men and women have their hundreds and their thousands to give, sixty-seven thousand dollars can be asked for in vain. But, my friends, take up this cause in your arms, bear it in your hearts, and when you leave this Temple today, filled, as I trust, with the sympathy, which these children have excited, go home to do, yourselves, and to induce your neighbors and friends to do, what is in their and your power to sustain the kindergarten for little sightless children. God never gave us a greater opportunity to do good, and he will bless every effort that is made in his name to benefit his children. I know it is difficult to raise sixty-seven thousand dollars more. I know that the generous friends of the kindergarten have already given either

of their abundance or of their slight resources towards the endowment; but there is no reason to despair, no reason to lose confidence. I read but the other day a letter which our townswoman, Frances Alexander, wrote to her friend John Ruskin, in which she describes the devoted life of an Italian woman whom she knew, — a woman high in social position, and blessed with all the advantages which birth and breeding could give her, — who resolved to leave her home and devote her life and fortune to ministering to men and women who were suffering from that fearful disease, cholera; and when her friends remonstrated with her, and told her how difficult was the task, which she was about to undertake, and how dangerous the risk she was running, her only reply was, "where there is a call, everything is easy." There is a call here, my friends; a call to sustain this kindergarten, to complete the endowment, and to place this institution upon foundations that cannot be removed; and, where there is such a call, everything, to such a people as ours, will be easy.

I am sure I need say no more. I plead rather for the material interests than for any other, as becomes an officer of the corporation; but I am to be followed by another voice, which will plead for higher interests than these; for the intellectual and moral interests, for the personal interests that are at stake in the lives of children, who are hereafter to be men and women, all now trembling, as one may say, in the balance. The Rev. Mr. Brooke will plead for them more effectively than I have done.

ADDRESS OF REV. S. W. BROOKE.

Ladies and Gentlemen: — I am sure we have all felt that we have witnessed a most interesting exhibition this afternoon. We have seen here the boys and girls, into which these children who are now working before us can grow up. Even in such a large audience as this, there are

but few, I suppose, who are not acquainted with the objects of the kindergarten for the blind. Many of us no doubt visited it on the day of its dedication, and gathered together in that large upper room under the roof, where the children now play and work and sing and exercise. But, in case there should be any here who are not well acquainted with its workings, Mr. Anagnos has brought these children here before us, to show us what has been done for them, — to excite our interest in them, our compassion, our admiration. We see how he trains that marvellous sensitiveness of touch, for which the blind are so celebrated. We see how, through this modelling in clay, he cultivates in them that sense of form, which they can apply to the worlds of nature and of man, and thus see them through their imagination. And I am sure every one of us has resolved to do his individual best when he leaves this meeting to establish this kindergarten on a firm basis, to increase its power for good in the community. And, indeed, when we come to think of it, there is no institution, which appeals more strongly to all that is highest and best in us than an institution for blind children. It is not only because they are what we all love, — children, in their weakness and their ignorance, in their dependence upon us their elders; children, with their vast possibilities for future good or evil, — but it is also because the public sentiment, which is always in the long run true, is right when it asserts that there is no sense that we can afford less to do without than the sense of sight. For, great as is the loss in the equipment for the contest of life, which the deaf and dumb suffer, it is not so great as that of the blind. The deaf and dumb can, under their new system of teaching, converse with their fellow-men with comparative ease by observing their lips move; they can see also the world of nature without the necessity of imagining it, as these children must do; and therefore all the sciences, geology, chemistry, zoölogy,

etc., are more open to them than they can ever be to the blind. They can enjoy, further, through the same senses that we can, the wonderful works of man, his art, his literature, his sculpture. Moreover, very many of the pursuits of life, which do not depend upon the sense of hearing, as does that, for instance, of operating the telegraph, are open to them. They are handicapped, of course, in the contest of life, but not so heavily handicapped as the blind. And yet I should be the last to wish to speak in a melancholy way of the blind; for, even as I stand here, there rises up before me the image of a blind old man I once knew. He was the most charming and delightful of companions. He knew so much, he had conquered so much, he enjoyed life so much, that no one ever felt dull or despairing in his presence. I remember his saying once, "did you see that beautiful sunset last night? So-and-so told me all about it. It must have been one of extraordinary beauty." If we took a walk with him in the country, where there were interesting geological formations, he would ask where he was, and then would speak to us of all that went to make that peculiar lay of the land. So vivid, so intense, in fact, was his interest in men and things, so keen his power of bringing everything before him through his imagination, that we often forgot as we spoke to him that he could not see. And so pleasant, so attractive did life still seem to him at the age of eighty, that I am sure none of us can wish for a better ideal of what a sacred and happy thing a blind old age may be. And it is no doubt just such an ideal as this that Mr. Anagnos had in his mind when he founded this kindergarten for the blind. He believed in the possibilities of every blind soul; he determined to create a man, if he could, where in past centuries there had been no man before. And he comes, therefore, to us today to ask our interest and our aid in his work. He tells us that there are a

number of sightless children about us, chiefly among the very poor. Until quite recently they were growing up sometimes into what we all wish no human being to become. It was not their fault; it was not always even their parents' fault. Sometimes, indeed, their parents were unkind. Badly off themselves, they felt the need of the earnings of their children for the support of the family; and here was a child who could neither work in a shop nor in a factory nor in the house. It seemed hard, it seemed cruel; and sometimes, therefore, the result was constant scolding of the child, if not worse neglect than that. But many of them were not unkind; they were only ignorant of how to be kind. They suffered from a want of the knowledge, which Mr. Anagnos and others have now given them. They petted the child, they indulged the child, but they never taught it (and I have seen a terrible instance of that in England) self-control; they offered it no other interests than the ordinary passing events of life; they did not open out its character as a flower is opened out beneath the sun; they did not give it so much pleasant exercise and fresh air as was good. Often, as I have said, this was not their fault. We know how hard is the pressure sometimes on the very poor; what work they must do in order to obtain the simple necessaries of life; how difficult it is for them to find time to think what to do under new circumstances, and to have the leisure to do that even when they know what ought to be done. But still, in many cases, a blind child grows up into something different from what we would expect. I remember now that one of the most delightful children I ever knew was a blind child. She lived in one of the worst streets of one of the great manufacturing towns in England — the city of Bristol; and yet so bright, so keen, so useful was she, that to all of us, when we had grown overweary, she came like a ray of sunshine. She joined in play with all the other children

in the street. She was a very decided young person, and gave them her own views as to their language and their habits; and they all respected her. It is just such a child as that that we see in every blind child about us. It is just such a child as that that we hope every blind child will become. It is out of such a childhood into a bright, a noble, a pure manhood and womanhood that Mr. Anagnos and his assistants tell us it is their intention to bring up these children. And, somehow or other, when Mr. Anagnos tells us that he is going to do a thing, then we know, as was the case with his ancestors at Marathon and Plataea, that it will soon take place. We have a proof of his determination in the very existence of this kindergarten. A few years ago he resolved that there should be a kindergarten in Boston; a year ago many of you joined in its dedication, and shortly afterwards the building was free from debt. And now, at the close of this its first year, he brings some of the children here; he shows us how new interest is put into them; he lets us see the intelligence and character that are manifested in their faces; he engages all our sympathies in their behalf. Their attractive ways and manners — our hopes for their future — take complete possession of us. And I suppose there is not one of us here now who will not go away from this meeting resolved that he will do his individual best to secure the endowment of one hundred thousand dollars, which is wanted for this institution. We all know how that can be done. There is One who is always present at meetings such as these. There is One who for more than eighteen hundred years has never been absent from any undertaking that makes men and women better and brighter — that lifts them towards all we hope that we shall be. We know how He would have addressed us today. He would have told us again that story which has sunk so deeply into the life of Christendom — the story of the "Good Samaritan." He would have praised us for all our past efforts, and for not having, like the Levites and priests, let a good cause go by.

He would have thanked us for all that we have hitherto done for these the least of his children. And then He would have asked us to continue in this good work — to help still further the Samaritan, who has shown us the wounded child, to give that child a better possibility for life in the future. "Give up," He would say to us, "not something you do not want (that is no gift to me); but give up something you do want for just one year, that this kindergarten for the blind may be a greater power for good in the community than ever before." How shall we answer Christ? How else but in this way? I will give my contribution, you will give yours; every child here will go around among the children in his or her neighborhood, and collect from them; every man and woman here who is a father or a mother will help these blind children; every brother or sister here will help their blind brothers or sisters. Let us aid this institution with all our power. Help it for Christ's sake; help it because it creates new men and women; help it because it puts a soul in a life.

At the close of the address, Mr. Anagnos rose to bring to the notice of the audience a proposal to hold a great fair for the benefit of the kindergarten, like that held in the early days of the parent institution. He had not yet been able to induce any one to take the initiative and organize the undertaking, but he hoped to succeed in doing so. Meantime, he begged that all those who, during the warm weeks of summer, might find leisure for fancy work, would remember this enterprise, and do something to assist in carrying it successfully forward.

As he resumed his seat, Mr. J. M. Rodocanachi rose to say that "the fair is already begun! A neighboring town has already organized a band of workers for this object, and there is no doubt that the fair will be held."

His announcement was greeted with hearty applause.

The attention of the audience was now attracted to the little modellers, who had finished their work, and, in turn, held up to view the articles they had made, explaining their relation to the subject on which they were working. One had made a bee-hive, and told how the bees were gathered into it. Another had made one of the cells, and described the manner in which the bees build them; still another had made a flower; and thus the illustrations were continued through the class, until the life and work of the bee had been fully set forth. When little Helen was asked by her teacher what she had made, she replied, "a jar full of honey for little sister." Her second model was "a cup and saucer to give mamma tea." Some rapid and unusual movements of her hands, as Helen was returning to her seat, made her teacher ask what she was doing. "Catching bees," replied little Helen in the finger alphabet. This exercise closed with a kindergarten song by the little children.

The next number on the programme was Pinsuti's song, "Queen of the Earth," in which "Mr. Lemuel W. Titus revealed a voice of such clear, high and sweet quality as to win long-continued applause from the delighted audience."

The character of the work done by the more advanced pupils was illustrated in a recitation by four girls of a class in science. The objects selected were a sponge and a tulip, and their natures and growth were explained in a manner, which showed a clear understanding of the subjects they were handling.

The exercises ended with Mendelssohn's "May Song;" but many lingered to greet little Helen, to watch her animated face and gestures, and, perchance, to receive a word or two from her nimble fingers.